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ABSTRACT

Educators love to say it takes a village to raise a child. This task is accomplished through the skills, talents, and support of good teachers. This manual is designed to help school administrators help their teachers and students reach their maximum potential. It contains tools, tips, and guidelines that school leaders around the nation use to measure and improve teacher performance. The first of six sections deals with hiring processes and walks through all steps in which school leaders may be involved, with a goal of providing means to identify the most qualified applicants. The second section focuses on teacher induction, providing tools for orientation, guidance in establishing and using a mentoring program, and "classroom survival tools." The next section offers examples of the various means of evaluating teacher performance, plus practical assessment tools. The fourth section provides materials for designing a professional development program, including sample activities and a process for setting reasonable goals. The fifth section focuses on legal issues and provides tools to help the school stay in compliance with the law. The manual concludes with a comprehensive list of publications and websites, providing a ready-made directory of additional information. (RT)

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Developing the Effective Teacher: Hiring, Evaluation, and Retention Practices for the School Administrator.

Jamie Whaley, Ed.
Cheryl Cox, Ed.

2002

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Developing the Effective Teacher

Hiring, Evaluation, and Retention Practices for the School Administrator

Jamie Whaley
Managing Editor

Cheryl Cox
Research Editor

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Gaithersburg, Maryland
2002

All forms, checklists, guidelines, and discussions are presented as examples or generalized information only and should certainly never be used as the basis for a legal document. They are intended as resources that can be selectively used and always adapted—with the advice of the facility's attorney—to meet state, local, individual school, and specific department needs and requirements.
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Jamie Whaley
Managing Editor

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Introduction

Educators love to say it takes a village to raise a child. The idea is undisputed; certainly, it takes a chorus of many to thoughtfully educate the voice of one. But how, exactly, is that accomplished? Where do you start? What do you need?

The answer is good teachers. When you break down a school and dissect its parts, it's easy to see how student success depends on the quality and dedication of its teaching staff. Without teachers' ability to plan strong lessons, motivate students, convey knowledge, ask questions, maintain order, and insist that standards be met, students are essentially left to figure things out for themselves—and you, as principal, are left holding the bag when kids can't read at grade level or meet minimum performance goals on standardized tests.

That is why Aspen Publishers compiled *Developing the Effective Teacher*—to help you help your teachers, and therefore your students, reach their maximum potential. The manual features tools, tips, and guidelines that school leaders around the nation use to measure and improve teacher performance. It is divided into six sections:

Hiring. Although hiring processes differ from district to district, this section walks through all steps in which school leaders may be involved, with a goal of providing means to identify the most qualified applicants. Topics include profiling ideal candidates, developing job descriptions, evaluating application materials, and interviewing techniques.

Induction. Bringing teachers into the fold, especially first-year teachers and teachers crossing over from other professions, is a critical part of making them feel comfortable with their surroundings and responsibilities. It also gives you a leg up on retaining good teachers, because teachers who like their jobs will probably stick with them. This chapter is broken into three subsections: one features orientation materials to be used the first few days and weeks a teacher is in your building. The second offers guidance in establishing and using a mentoring program, and the third section is a collection of "classroom survival tools" that you can share with teachers who may be having trouble with planning, discipline, or working with parents.

Evaluation. This chapter offers examples of the various means of evaluating teacher performance. It includes forms related to pre- and post-observation meetings, parent and student surveys about teacher effectiveness, building and assessing portfolios, self-assessment processes, and summative evaluation. Also included is a section devoted to improving poor performance.

Professional Development. All teachers need career-oriented projects in which they can stretch their wings, evaluate themselves, and gain valuable experience—it's one of the things that not only improves the profession, but also keeps long-time teachers actively engaged in it. In this section, you'll find materials that can help you develop a professional development program if you don't already have one, as well as sample activities and a process for setting reasonable goals. Retaining good teachers is also addressed in this section; use the Teacher Mood Survey to take the pulse of your faculty and the Exit Interview Form to find out why staff members have chosen to work elsewhere.

Legal Issues. Though no principal wants to be party to legal action, staff management often seems to attract them. This chapter was developed to help you stay in compliance with the law when dealing with teachers. For example, included are recommendations for writing memos, warnings, and reprimands that address inappropriate teacher behavior. It also discusses negligent hiring and defamation of character—especially important topics when writing letters of recommendation for staff members who are moving on and when checking references for prospective hires.

Resources. The manual concludes with a comprehensive list of publications and Web sites related to each of the previous chapters, providing a ready-made directory of additional information.

As always, Aspen welcomes your comments about *Developing the Effective Teacher*. To share your thoughts or suggest additional material, simply complete and return the Fax Back survey at the front of the manual.

Jamie Whaley
Managing Editor

Chapter 1

Hiring

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RECRUITING

PROFILING IDEAL CANDIDATES

The first step in creating an effective teaching staff is to carefully select whom you want to join it. This means taking time early in the hiring process to analyze your curriculum, student body, and existing staff to determine which specific teacher skills, experience, and personality traits would most benefit your school. In short, you need to decide what type of person will be best for the job—*before* you go searching through applications files.

Is the extra time worth it? Definitely. The up-front effort makes candidate selection easier because you know what kind of energy, maturity, and talent you're looking for. It also can mean you spend less time on the back end trying to mold a new teacher into someone he or she simply may not be.

You can start building a profile of the ideal candidate by answering these questions:

- What are the specific demands of the position?
- What are the strengths of the department/team/grade level?
- What are the weaknesses of the department/team/grade level?
- What type of person will add more balance to the group, yet mesh with its members?

Some principals go straight to their staff members for help with this process. They ask teachers in the department or grade level affected what they want in a new colleague. Perhaps someone with strong technology skills? Or someone who has in-depth subject knowledge?

Other principals factor the unique nature of their schools into the equation. Schools with high percentages of transient students, for example, often need teachers who've proved they can handle a wide range of learning abilities. At other schools, the most qualified candidates may be fluent in foreign languages or particularly adept with technology.

Here are additional questions to help you assess how your school as a whole might influence the ideal candidate profile:

- What are the biggest challenges facing your school in terms of student achievement?
- What are the biggest challenges facing your students and their families?
- What do parents expect of your school and its staff members?
- What teacher skills would help address these challenges and expectations?

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HOW TO DESIGN EFFECTIVE WEB-BASED RECRUITING TOOLS

All the while a school district plans its teacher recruitment Web site, it is passing up the chance to use an essential teacher recruitment tool. There was a time when teachers primarily searched newspaper classified sections for job openings. No longer. Teachers today, especially those at the beginning of their careers, often start their job search on the World Wide Web. If your Web site is not designed to serve your personnel needs, you are simply not in the candidates' line of vision.

A FAST TRACK

To get your district's teacher recruitment Web site online, below is a five-day work plan that includes Roadblock Alerts. These common obstacles prevent districts from making progress in their online recruitment.

Day 1: Organize resources.

- Determine how your Web site will be published. This means identifying your Web server, a computer hooked to the Internet, which allows you to distribute Web pages.
  Roadblock Alert: Most people get hung up trying to organize local resources to do this. If you aren't currently equipped to do this, contact a local Internet service provider (ISP). The provider will take care of the rest. A simple page or two should be inexpensive. Tell your ISP you need to be online in five days.
- Identify relevant staff. This includes people involved in recruiting, any staff interested and/or skilled in Web development, and technical staff, if you have them.
  Roadblock Alert: Staff will be inclined to make this complicated. Tell them right away that this is a five-day plan to get a recruiting site online and keep reminding them of that.

Day 2: Organize information.

- Identify contact information to be posted on your new recruiting Web site, including names, titles, phone numbers, and e-mail and mailing addresses.
  Roadblock Alert: Keep to these basics. The Web site development cycle is short. Plan a useful development and implement. Repeat. A basic Web site that is easy to use is always more effective than a complex site or one stuck in the planning stages.
- Write simple, short instructions on how to learn about the district's vacancies and how to apply. List general areas or subjects in which you are recruiting. Often this is enough information for a teacher to contact you. Be sure to keep this site up-to-date.
  Roadblock Alert: As you complete this process, great ideas will spring into mind. Jot them down for later consideration, but don't veer from course. Stick to the basics today.

Days 3 and 4: Create new Web pages.

You will need two days to complete this because it involves new skills, lots of proofreading, and plenty of patience.

- Start by creating a graphic of your school logo. Your art teachers probably will be glad to assist with this. Students also may know how to help.
  Roadblock Alert: Watch out for the "dancing clown syndrome." Complex graphics with moving images distract from your message and often cause technical trouble for teachers trying to use your Web site.
- Put your information into Web pages. If you don't know how to do this, surely plenty of your teachers and students do. A secretary can type the pages in a word processing document and save them as a Web page.
  Roadblock Alert: Your technically inclined staff may want to plan an elaborate, advanced Web site. That's great. Jot down their ideas for later consideration and then return to your five-day plan. Stay on course.

If you already have a district Web site, decide on a highly visible link on your home page to your page containing information for teachers seeking positions. Consider labeling the link "Employment Opportunities for Teachers."

Day 5: Put your site online.

This involves transferring your Web pages and your graphic to the Web server. Have a technical person take you, step-by-step, through this process. Write down the steps. This is called *cookbooking*—a simple recipe for success when followed exactly.

Deal with the day after.

Once you have your teacher recruitment Web site on the Internet, don't forget to update it regularly. Ask the career planning office at the closest state university to re-

continues

How To Design Effective Web-Based Recruiting Tools continued

view your Web site and provide advice on what will help teacher candidates to use your site.

USEFUL FEATURES

- Information about your school district, including your guiding philosophy, your student-teacher ratio, photos of classrooms, and special programs
- Information about your city and region, including photos, maps, fun things to do, and nearby places to visit
- Current job openings
- Access to an online application form. This can be something as simple as a text form in Hyper Text Markup Language or a document in PDF that the teacher can print and fill out elsewhere, or an electronic form linked to a database system. If you don't know what PDF documents are, ask anybody at your local office who browses the Web.
- Links from career offices. Get your site on the radar screen of career offices by sending out promotional flyers that encourage others to create links to your district's employment pages.

Source: James S. Head, "Web-Based Recruiting," reprinted with permission from the January 2001 issue of *The School Administrator*, American Association of School Administrators, © 2001.

JOB FAIR INTERVIEWS: TIPS FOR SIZING UP CANDIDATES IN 10 MINUTES OR LESS

Many principals and school administrators attend job fairs to meet many teacher candidates and collect résumés at a single event. Interviewing candidates at a job fair, however, is far different from interviewing them in your office; you lack time, privacy, and preparation time because someone is always waiting to talk to you—and likely someone you've never met before. To make the process easier, try the following tips:

- **Gather only information most pertinent to the positions you must fill.** Begin interviews by asking candidates about their background and the experience they've acquired and note the specific details that your school is looking for. Then steer the conversation in that direction to gather even more details. For example, if your school needs a business teacher with background in developing and coordinating school-to-work programs, you might lead the candidate into conversation on the topic to find out if he or she is knowledgeable in that area.
- **Record things you don't like about candidates or candidate comments that diametrically oppose your district's educational philosophy.** This technique can speed the résumé-sorting process once you return to your office by allowing you to easily eliminate candidates who won't fit into your school.
- **Take notes directly on candidate résumés.** This strategy prevents misplaced notes, the need to begin a new evaluation sheet for each candidate, and forgetting which set of recorded comments went with which résumé.

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FIRST-YEAR TEACHERS FILL TEMPORARY POSITIONS

One of the challenges in recruiting teachers is finding candidates willing to fill one-year-only positions that open when existing staff require a leave of absence.

The next time you're faced with this situation, consider hiring a new college graduate. Most first-year teachers are interested in gaining experience, so they're less put off by the fact that a position may not "go anywhere." It's also a win-win scenario for your school. If the teacher blossoms into a dynamic classroom leader, you have a foot in the door in the race to hire him or her permanently the following year. Conversely, if things don't work out, there's no expectation that you should continue the employment relationship.

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TEACHER JOB DESCRIPTION

QUALIFICATIONS

1. Appropriate state teaching certificate(s)
2. Bachelor of Science or Bachelor of Arts degree
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REPORTS TO

Principal

JOB GOAL

To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible individuals.

PERFORMANCE RESPONSIBILITIES

- Meets and instructs at the times designated.
- Plans a program of instruction that meets the individual needs, interests, and abilities of students.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Prepares for students assigned and demonstrates written evidence of preparation upon request of immediate supervisor.
- Encourages students to set and maintain standards of classroom behavior.
- Guides the learning process toward the achievement of curriculum goals and, in congruence with those goals, establishes clear objectives for all lessons, units, and projects to communicate said objectives to students.
- Employs a variety of instructional techniques, technologies, and instructional media consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
- Strives to implement by instruction and action the district's philosophy of education and instructional goals and objectives.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Diagnoses the instructional needs of students on a regular basis, seeking the assistance of district specialists as required.
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Maintains accurate, complete, and correct records as required by law, district policy, and administrative procedures.
- Assists the administration in implementing all policies and rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
- Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
- Plans and supervises purposeful assignments for educational assistants and/or volunteer(s).
- Strives to maintain and improve professional competence.
- Attends staff meetings and serves on committees as appropriate to the individual school site or district.

TERMS OF EMPLOYMENT

180 days. Salary and work year to be established by the Board.

EVALUATION

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Certified Staff.

Courtesy of Pekin Public Schools District 108, Pekin, Illinois.

APPLICATION PROCESS

RECRUITMENT, EMPLOYMENT, AND ASSIGNMENT OF CERTIFICATED PERSONNEL—POLICY AND PROCEDURE

	Issued By:	Policy #:
	Prepared By:	Revision #:
	Approved By:	Effective Date:
Subject:		Page of

PURPOSE

To designate the responsibility and establish the procedures for the recruitment, employment, and assignment of certificated personnel.

DEFINITION

- *Certificated personnel* are those personnel who hold a state certificate and include, but are not limited to, teachers, counselors, pupil personnel workers, and psychologists.
- The *principal/director* refers to the administrator responsible for a school or office as appropriate.

PROCEDURES

General

Principals/directors are responsible for notifying the Division of Staffing as soon as they are informed that a vacancy is anticipated.

Advertising and Recruiting for Available Positions

1. Advertising
   a. The Department of Human Resources is responsible for maintaining and publishing an up-to-date listing of all employment opportunities during the period when certificated personnel are eligible to transfer.
   b. Positions in the evening high school credit program will be filled by the administration first from applicants who are regularly appointed teachers. Tenured teachers shall have preference over nontenured teachers, and nontenured teachers shall have preference over outside applicants.
2. Recruiting
   The Division of Staffing maintains a year-round recruitment program to provide a sufficient number of qualified candidates for available positions.
3. Transfers
   Procedures relating to the transfer of employees are detailed in *Regulation: Transfer or Reassignment of Employees* and in the Negotiated Agreement between the Education Association and the Board of Education.

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Recruitment, Employment, and Assignment of Certificated Personnel continued

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Applicant process

1. Interested applicants submit a résumé for certificated positions to the Department of Human Resources.
2. The résumé and all supporting documents become the property of the school district.
3. An applicant is responsible for keeping his or her résumé up-to-date. All résumés will be kept active for one year. Updated résumés can be submitted any time.

Evaluation of Applicant's Qualifications

1. Screening of applicants
   The Division of Staffing is responsible for the screening of all applicants. This screening includes a review of:
   a. Résumé
   b. Copy of transcripts
   c. References that verify previous employment
      - Persons listed as references may be contacted. Information received from references is strictly confidential and made available only to those persons directly involved in the employment and placement of employees.
      - References must include the applicant's current supervisor
      - Student teachers and counselor candidates must submit references from cooperating teachers (counselors) and university supervisors.
2. Interviews
   a. Interviews are scheduled in accordance with the needs of the school district.
   b. The following factors are assessed by the interviewer in screening the applicant's file and, where possible, during the interview:
      - Academic credentials
      - Professional background
      - Interpersonal skills
      - Commitment
      - Creativity and innovation
      - Flexibility
      - Communication skills
   c. In addition to interviews in the Division of Staffing, candidates for selected positions, including counseling, psychologists, and pupil personnel workers, may be required to undergo additional interview(s) conducted by appropriate content supervisors.
   d. Whenever possible, principals interview those teacher applicants recommended by the director of Division of Staffing to fill existing vacancies in their schools. Principals are encouraged to include others in local interviews of candidates (for example: resource teachers and counselors, parents, or students, when appropriate). Occasionally, the local selection will be limited to involuntarily transferred personnel or personnel returning from leave.

Employment and Assignment

1. The Department of Human Resources determines whether an applicant is eligible for employment. No single factor is considered of primary importance for selection. The overall qualities of the individual, as determined by a review of transcripts, references, and other information obtained during the interview(s), are considered as they relate to the position for which the applicant is applying.
2. All offers of employment and salary commitments are made only by the Department of Human Resources.
3. An early contract may be offered to applicants prior to a specific vacancy being identified.

Courtesy of Montgomery County Public Schools, Rockville, Maryland.

LETTER TO INTERESTED APPLICANT

Dear Applicant:

We are delighted that you may be interested in being considered for a position with this school district.

Enclosed you will find an application form and three reference forms. In order to become an applicant, you must submit a completed application form and three reference forms and be fingerprinted. The cost for fingerprinting is currently $39 (check or money order, nonrefundable). The State Department of Law Enforcement and Federal Bureau of Investigation (FBI) background checks will be conducted. Clearance is required before you can be hired. This takes from seven days to three weeks.

If you are an instructional applicant, you must have a valid state Teacher's Certificate or Statement of Eligibility and an official transcript.

When your application and references and fingerprint clearance have been received (and, if instructional, also your transcript(s) and state certificate or statement of eligibility), your file will be considered complete and will, therefore, be given more serious consideration for openings for which you have made application.

In an effort to better serve you, we have a Job Line. You may call 24 hours a day to find out what vacancies are listed.

In order to be given consideration for specific openings, you must place your name on the list of applicants for that specific job by calling the Job Line or visiting the personnel office.

Please watch the weekly Job Opportunities Bulletin and/or call the Job Line. If you wish additional information for a specific position, call the Personnel Office during the workday.

We will be happy to answer any questions you may have concerning employment with this school district.

Sincerely,

Courtesy of Leon County Schools, Tallahassee, Florida.

Employment Application Checklist

Thank you for your interest in our school system. You will have a completed application on file when you have completed steps 1 through 4.

____ 1. Complete and file an Application for Employment with the Personnel Services Section, between the hours of 8:00 A.M. and 4:00 P.M., Monday through Friday (or 7:00 A.M. and 5:00 P.M., Monday through Thursday, during the summer months).

____ 2. Have reference forms completed by three former supervisors returned to the Personnel Services Section.

____ 3. Fingerprints ($39)

____ 4. Additional Support Material

a. Instructional applicants must furnish:

- ____ Official transcripts
- ____ Valid state Teaching Certificate or Certificate of Eligibility from the Department of Education
- ____ Current résumé (A résumé will **not** be used to substitute the employment history on the application.)
- ____ One-page handwritten statement of your educational philosophy

b. Noninstructional applicants must furnish:

- ____ Official transcripts or GED
- ____ No further materials required for applicant, but a résumé may be submitted if desired.

c. Administrative applicants must furnish:

- ____ Official transcripts or GED
- ____ Current résumé responding to job dimensions

d. Substitute applicants must furnish:

- ____ Application for Substitute Certification ($42) or valid state Teaching Certificate or Substitute Certificate
- ____ Official transcripts

AT THIS POINT, YOUR FILE IS COMPLETE. PROCEDURES 5 AND 6 MUST THEN BE FOLLOWED TO RECEIVE SPECIFIC CONSIDERATION AS A VALID APPLICANT.

____ 5.

a. Check the Job Opportunities Bulletin for vacancies (published twice a week and mailed to various agencies and posted in all schools and district office locations).

OR

b. Call the Job Line, 24 hours a day, 7 days a week, to find out which vacancies are being advertised.

continues

Employment Application Checklist continued

YOU WILL NOT BE CONSIDERED A VALID APPLICANT UNLESS YOU:

____ 6.

a. Call the Job Line and apply for the specific vacancies.

OR

b. Visit the Personnel Services Section to complete a scan sheet for the specific vacancies.

PLEASE NOTE

- The school district has decentralized hiring. Therefore, interviews and hiring decisions are made by the site administrator.
- Administrators seeking to fill vacancies will review all valid applicant files.
- Administrators will select those to be interviewed from the qualified applicants.
- Administrators will contact interviewees and schedule appointments.
- If an applicant is not notified within two weeks after the closing date, the applicant may assume the position has been filled.
- It is the applicant's responsibility to furnish all materials necessary to maintain an up-to-date file. The applicant file will be retained for two years following the most recent file activity or update.
- It is the applicant's responsibility to complete all required paperwork in a timely fashion.

Courtesy of Leon County Schools, Tallahassee, Florida.

Sample Teacher Application

Date: ____________________

Please check position(s) for which you are applying: ☐ Teacher ☐ Substitute Teacher ☐ Full time ☐ Part time

Bilingual applicants, please list languages spoken fluently: ______________________________

Do you have the legal right to accept employment in the United States? ☐ Yes ☐ No

If no, have you applied for work authorization? ☐ Yes ☐ No

How did you learn about this position? ______________________________

I. BIOGRAPHICAL INFORMATION

Social Security # ____________________

Name ______________________________
First Middle Last

Other names which may appear on application materials

Current address ______________________________
Street City State/Zip

Permanent address ______________________________
Street City State/Zip

Phone ______________ Message Phone ______________ E-mail ______________

II. EMPLOYMENT REFERENCE(S)

Indicate below the area(s) in which you are endorsed or qualified to teach:

Elementary (K–6) (check top 3 choices) K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐
Special Area Preference ______________________________

Middle School (6–9) (check preference) 6 ☐ 7 ☐ 8 ☐ 9 ☐
Subject Area Preference (1) __________ (2) __________ (3) __________

High School (9–12) (check preference) 9 ☐ 10 ☐ 11 ☐ 12 ☐
Subject Area Preference (1) __________ (2) __________ (3) __________

Bilingual Education
Level/Area ______________________________

Special Education
Level/Area ______________________________

Specialists (art, counselor, librarian, music, nurse, PE, etc.)
Level/Area ______________________________

III. EDUCATIONAL PREPARATION

Institution	State	Degree	Start Date	End Date	Major	Minor	GPA

Please type or print in black ink.

continues

Sample Teacher Application continued

IV. CERTIFICATION/LICENSE

In-State

Type	Endorsements/Approved Areas	Expiration Date

Out-of-State

Type	Endorsements/Approved Areas	State	Expiration Date

An out-of-state teacher who relocates in-state may obtain a one year reciprocal teaching certificate if the teacher possesses a valid teaching certificate from a state with similar criminal history requirements.

V. PROFESSIONAL EXPERIENCE (Must be completed even if résumé is submitted.)

Student Teaching Experience

Dates From/To	Name of School City/State	Grade Level and Subject	Cooperating Teacher	Telephone Number

Teaching Experience (list most recent first)

Dates From/To	Salary	Name of School City/State	Grade Level and Subject	Supervisor	Telephone Number

Employment Other Than Teaching (list most recent first: clarify gaps in employment)

Dates From/To	Employer and Address		Position	Supervisor Name and Telephone Number

continues

Sample Teacher Application continued

VI. EXTRACURRICULAR ACTIVITIES

List clubs and/or activities you could direct or supervise ______________________

List sport(s) for which you are trained and/or qualified to coach ______________________

VII. PROFESSIONAL REFERENCES (references MUST cover the past two years)

Name	Title	Date From	Date To	City/State	Work Telephone	Home Telephone

VIII. BACKGROUND CHECK

1. Have you ever been convicted of, admitted convicting, or are you awaiting trial for any crime (excluding only minor traffic violations not involving any allegation of drug or alcohol impairment)? ☐ Yes ☐ No
2. Have you ever been dismissed (fired) from any job, or resigned at the request of your employer, or while charges against you or an investigation of your behavior was pending? ☐ Yes ☐ No
3. Have you ever had any license or certificate of any kind (teaching certificate or otherwise) revoked or suspended, or have you in any way been sanctioned by, or is any charge or complaint now pending against you before any licensing, certification or other regulatory agency or body, public or private? ☐ Yes ☐ No
4. Are you now being investigated for any alleged misconduct or other alleged grounds for discipline by any licensing, certification or other regulatory body (teacher certification or otherwise) or by your current or any previous employer? ☐ Yes ☐ No

If any of the above statements have been answered "yes," please explain:

Conviction of a crime is not an automatic bar to employment. The nature of the offense, the date of the offense, and the relationship between the offense and the position applied for will be considered.

IX. DISTRICT ASSOCIATION

Please list the district(s) with whom you have previously worked:

Are you currently under contract? ☐ Yes ☐ No

If yes, where? ______________________ Contractual dates ______________________

continues

Sample Teacher Application continued

X. SUPPORTING DOCUMENTS

Applications must include:

1. A current résumé
2. Official transcripts
3. Two letters of professional recommendation, including letters from teaching supervisors. If you do not have teaching experience, letters of reference are acceptable.

If available, submit copies of the following items with your application:

1. Copy of your Teaching Certificate
2. Copy of your Education Proficiency Assessment test results
3. Copy of your fingerprint clearance card

Please type or print in black ink.

XI. QUESTIONS

Please answer each question below. Attach an additional sheet if necessary.

1. What do you hope to accomplish as a teacher?
2. How do you go about deciding what should be taught in your class?
3. What do you think will (does) provide you the greatest pleasure in teaching?
4. Please describe and give examples of the strengths/skills you possess that would complement the school level setting for which you are applying?
5. When students leave your classroom at the end of the year, what do you hope they will take with them?

Please type or print in black ink.

continues

Sample Teacher Application continued

XII. NOTIFICATION/AFFIDAVIT/SIGNATURE

My signature below indicates that I HAVE READ, I UNDERSTAND, AND I AGREE to the following:

It is the policy of the participating districts not to discriminate on the basis of race, color, religion, gender (including sexual harassment, as described in the district's policies concerning sexual harassment), sexual orientation, age, national origin, disability, marital status, political affiliation, or veteran status in its educational programs, activities, or employment policies are required by federal law. The districts abide by federal laws regarding people with disabilities. If you have a special need, reasonable accommodations will be made in accordance with the Americans Disabilities Act of 1990. Inquiries regarding compliance with any of the above may be directed to the individual districts' Human Resources Department or to the Director of the Office for Civil Rights, U.S. Department of Education.

Every answer I have provided on this application is both complete and truthful. I understand and agree that: (1) if any information is omitted from, or not filled in on this application, or if any false information is furnished, the districts will reject my application; (2) if any false information is furnished, I will be ineligible for any consideration for employment and may be subject to criminal prosecution; and (3) if I am employed by a district, I may be dismissed from employment, criminally prosecuted, and if certified, my certificate may be revoked, if it is later determined that I have furnished false information on this application.

I understand that in order for any of these districts to determine my eligibility, qualifications, and suitability for employment, the school district will conduct a background investigation if I am considered for an offer of employment. This investigation may include asking my current and any former employer and educational institution I have attended about my education training, experience, qualifications, job performance, professional conduct, and evaluations as well as confirming my dates of employment or enrollment, position(s) held, reason(s) for leaving employment, whether I could be rehired, reason for not rehiring (if applicable), and similar information.

In accordance with state statute, personnel employed by the participating districts shall certify that they are not awaiting trial on and have never been convicted of or admitted in open court or pursuant to a plea agreement committing any of the following criminal offenses in this state or similar offenses in another jurisdiction: Sexual abuse of a minor; incest; first- or second-degree murder; kidnapping; arson; sexual assault; sexual exploitation of a minor; felony offenses involving contributing to the delinquency of a minor; commercial sexual exploitation of a minor; felony offenses involving sale, distribution, or transportation of, offer to sell, transport or distribute or conspiracy to sell, transport, or distribute marijuana, dangerous drugs, or narcotic drugs; felony offenses involving the possession or use of marijuana, dangerous drugs, or narcotic drugs; burglary; aggravated or armed robbery; robbery; a dangerous crime against children, as defined by law; child abuse; sexual conduct with a minor; molestation of a child; manslaughter, assault or aggravated assault; exploitation of minors involving drug offenses; driving under the influence of intoxicating liquor or drugs, or aggravated driving under the influence of intoxicating liquor or drugs; offenses involving domestic violence.

It is unlawful for a person seeking employment with any of these districts to fail to give notice of conviction of a dangerous crime against children such as defined by law. (Second-degree murder; aggravated assault resulting in serious physical injury or involving the discharge, use or threatening exhibition of a deadly weapon or dangerous instrument; sexual assault; molestation of a child; sexual conduct with a minor; commercial sexual exploitation of a minor; sexual exploitation of a minor; child abuse; kidnapping; sexual abuse; taking a child for the purpose of prostitution; child prostitution; involving or using minors in drug offenses; continuous sexual abuse of a child; attempted first degree murder.)

If employed by any of these school districts, employment is conditional and rests upon (a) satisfactory pre-employment reference checks and (b) results of fingerprint check, and is subject to (c) the policies and regulations of the district, (d) submitting documentary proof of authorization to work in the United States, and (e) if required, appropriate state certification/licensing. Employment will not be finalized until the background investigation has been completed. Misrepresentation or omission of pertinent facts may cause for termination. Parties providing this information will be released from any liability in connection with reference and fingerprint checks made by the district.

Under penalty of prosecution and termination, I hereby certify that the information presented on this application is true, accurate, and complete. I authorize the investigation of all statements contained herein and understand that any document relevant to this information may be reviewed by agents of the school district.

(Before signing, make copies of the application for each district to which you will apply. Affix your original signature to each copy.)

Applicant's Signature________________________________ Date ______________

Please type or print in black ink.

Courtesy of Tucson Unified School District, Tucson, Arizona.

Application for Emergency Teaching Permit for Unlicensed Candidates

Instructions: *Please print or type using black ink. (RETAIN COPY IN THE DISTRICT'S PERSONNEL FILES AND SUBMIT THE ORIGINAL TO THE STATE EDUCATION AGENCY). For further assistance, contact the* ***Division of Educator Development Projects.***

1. **Social Security Number**

   ______-_____-________

2. **PLEASE *ATTACH* DOCUMENTATION PROVIDING THE FOLLOWING INFORMATION:**
   - ☐ **The relevant experiences that would substantiate the person's qualifications as a teacher for the specific courses covered by this permit assignment.**
   - ☐ **Any appropriate courses that identify the person's basic knowledge for the assignment taught.**
   - ☐ **Official transcripts from regionally accredited institutions (bearing seal and signature of the college registrar) of all college credits.**
   - ☐ **Criminal History Report obtained from any law enforcement/criminal justice agency.**

3. ____

   Last Name **First Name** **Middle Initial** **Maiden Name**

4. **Ethnic Group**
   - ☐ **Native American**
   - ☐ **Asian**
   - ☐ **African American**
   - ☐ **Hispanic**
   - ☐ **White**

5. **Date of Birth:** ______-______-______

6. **Gender:** ☐ **Male** ☐ **Female**

7. **Please answer the following questions as they apply to the individual for whom this permit is requested.**

   Yes No Is this person serving on an emergency teaching permit in this state?
   Yes No Has this person ever been issued a teaching credential in another state?
   Yes No Does this person hold a state teaching certificate?
   Yes No Has this person had educator credentials sanctioned or has this person had an application for educator credentials denied?
   Yes No Has this person ever attempted an ExCET exam?

8. **County-District Number:** ________ - ________

9. **District Name:** ________________________

continues

Application for Emergency Teaching Permit for Unlicensed Candidates continued

10. **Assignment Data:** Enter below the appropriate assignment codes and grade level(s) assigned: Refer to the Teacher Certification Handbook for the appropriate assignment codes.

Permit Assignment Codes	Grade(s) To Be Taught		Subject(s) To Be Taught
	High Grade	Low Grade	

11. **Superintendent's Statement:**

This written statement serves notice to the Commissioner of Education that I have identified a person who is qualified to teach in the above subject(s) and/or classes. I have reviewed this form and I affirm that all of the information which I have provided is true. I attest that the above person will be assigned in compliance with the requirement for approval by a principal.

Type Name and Title of Superintendent/Designee **Telephone**

Superintendent/Designee Signature / / **Date**

Source: Texas Education Agency, Educator Development Project Division, Austin, Texas.

Application To Allow Retired Teachers To Reenter the Profession

District Name ______________________ **County District Number** ________

School District Application for Exceptions to Areas of Acute Teacher Shortage for the 2000–2001 School Year:

A separate application is required for each subject area requested.

Please carefully read and follow the instructions below:

1. School districts may hire retired individuals as classroom teachers on as much as a full-time basis, if the retiree has retired without reduction for retirement at an early age and if that individual is certified to teach in the following acute teacher shortage subject areas and has been separated from service with all public schools for at least 12 months (Secondary Mathematics, Secondary Science, Special Education—All Level Languages other than English—Secondary, Bilingual/English as a Second Language—All Level, and Secondary Technology Applications).

2. The form below is to request approval of subject areas not listed above.

3. **Please print or type using black ink. (Retain a copy in the district's files and submit the original to the state Education Agency.) For further assistance, contact the Division of Educator Development Projects.**

Please provide the following information:

1. Subject area in which exception is being requested: ______________________

2. Number of retirees to be hired under subject area exception: ______________________

3. Below list the campus(es) where retirees will be teaching and provide the following information for each campus: (1) number of teachers teaching on a Temporary Classroom Assignment Permit (TCAP), (2) number of teachers teaching on the School District Teaching Permit (SDTP), (3) the number of teachers teaching on an Emergency Teaching Permit (ETP), (4) the number of FTEs on that campus who are certified in that subject area but not teaching in that area, and (5) total number of FTEs on that campus.

Campus Name	Number of TCAPs	Number of SDTPs	Number of ETPs	Number of FTEs Certified in Subject Area	Estimated Number of FTEs on Campus for Current Year

4. Within the last six months, where (and give dates) did the district advertise the vacancy for the subject areas identified?

continues

Application To Allow Retired Teachers continued

5. How many active applications does the district have for the subject areas identified? ________

6. On a separate sheet of paper, please provide an explanation of the unique local circumstances that cause this exception to be requested.

SUPERINTENDENT STATEMENT

I have exhausted all other avenues for securing teachers for this subject area.

This written statement serves notice to the Commissioner of Education that I have reviewed this form and affirm that the information provided is accurate.

Name and Title of Superintendent/Designee	Telephone Number
Signature of Superintendent/Designee	Date Submitted

If you have further questions and/or concerns, contact the Division of Educator Development Projects.

Source: Texas Education Agency, Educator Development Projects Division, Austin, Texas.

Administrator's Sequential Checklist for Filling Positions

______ 1. Check with appropriate administrator for permission to advertise, if required.

______ 2. Submit Position Advertisement Request Form in writing or call Personnel Services by the bulletin deadline (Monday and Thursday at 4:00 P.M.) SPECIAL NOTE: During the summer months, the JOB bulletin board is published only once a week, on Monday. The deadline for submitting advertisements to Personnel is 4:00 P.M. Wednesday.

______ 3. Select applicants to be reviewed. A representative number from the protected classes should be included.

______ 4. Call Personnel Services two days in advance to have applications pulled.

______ 5. Review files of all qualified applicants.

______ 6. Select from among qualified applicants candidates to interview.

______ 7. Schedule and conduct interviews.

______ 8. Review the two required references in the folder at Personnel Services and complete the Reference Review from Prior Employer form for the last five years of employers and, if not included, include all prior educational employment.

______ 9. Receive a fax or e-mail by contacting Personnel Services to assure the candidate has cleared the district's criminal background check process.

______10. Select a candidate.

______11. Complete the Personnel Action Form indicating the candidate's starting date, attach all copies of the required forms in the order listed, and submit them to Personnel Services for processing in the the following order:

   a. Personnel Action Form

   b. Pre-Employment Clearance Form

   c. Reference Review from Prior Employer Forms

   d. Applicant Recap List

______12. Inform the candidate when he/she is to report to work and direct him/her to call Staff Development and sign up for the Mandatory District New Employee Orientation.

______13. Direct the candidate to the Personnel Office to complete new employee paperwork prior to his/her starting date.

continues

Administrator's Sequential Checklist continued

______14. Inform the candidate that it is his/her responsibility as a new employee to complete all new employee paperwork. Explain to him/her that this paperwork must be completed prior to the Personnel Action Form submission deadline date. Advise the candidate that his/her first check and insurance benefits are tied to this paperwork. Remind him/her that these are time-sensitive activities that can result in a late check or loss of benefits. Remind the candidate that a paycheck cannot be issued until all the required paperwork is received in Personnel Services before the deadline date.

______15. It is the responsibility of the site administrator to make sure the new employee has completed all paperwork and to inform the new employee when he/she should expect a paycheck.

Please note: Employment may not begin until all of the above items and clearances are completed.

A paycheck will not be issued unless all paperwork is completed prior to the Personnel Action Form submission deadline date. Please refer to the appropriate pay date calendar for payroll dates.

______16. Notify unsuccessful interviewees by phone or mail within 10 working days of filling of the position.

Courtesy of Leon County Schools, Tallahassee, Florida.

RÉSUMÉ EVALUATION CHECKLIST

Use this checklist to help formulate specific evaluation criteria for screening applicant résumés and identifying candidates for interviews.

____ EXPERIENCE. Experience comes wrapped in two packages: a professional package and a subject expertise package. Professionally speaking, most school leaders prefer candidates who have experience. They are often better organized and better prepared to handle the day-to-day demands of teaching, such as communicating with parents and maintaining classroom discipline. Subject-wise, it's important to make sure an applicant's experience matches your needs. For example, an applicant who taught first grade for 12 years—though quite professionally experienced—may not necessarily have the appropriate grade-level expertise to fill a fifth-grade position.

____ SPECIAL SKILLS AND/OR KNOWLEDGE. Do you need a teacher who's fluent in Spanish? A teacher who's mastered technology and is willing to mentor others in its use? A master teacher who's mentored inexperienced colleagues? Or perhaps you would like to bring aboard someone well versed in current education trends. Applicants with special skills are often real gems. However, be certain that their skills are up-to-date. Computer skills, especially, change rapidly.

____ LICENSING. From a staffing and financial point of view, a teacher who is qualified to fill two vacancies can be a tremendous asset. The teacher's wider range of knowledge can translate into better overall instruction for students.

____ MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS. Many principals believe that membership in professional organizations shows interest in education trends and a clear commitment to the teaching—a valuable asset in a time when many teachers are leaving the profession.

____ ABILITY TO SPONSOR EXTRACURRICULAR EVENTS. As with licensing, candidates whose backgrounds qualify them to sponsor an extracurricular activity such as drama, debate, or yearbook, or to coach an athletic team meet critical needs in districts with limited personnel budgets. In all districts, however, such applicants can provide additional mentoring for students who participate in extracurricular activities.

____ CONTINUING EDUCATION. Some principals consider the number of courses a candidate has taken beyond his or her degree to indicate how much effort the individual is willing to put into professional growth.

____ EDUCATIONAL BACKGROUND. Are you familiar with the teacher preparation program at the candidate's college or university? This is especially important when new graduates are being considered for a position.

____ OVERALL NEATNESS AND ORGANIZATION. Teachers tell students that neatness counts when it comes to assignments—so it's logical to extend that expectation to teacher application materials. Correct spelling, grammar, and punctuation speak volumes about a candidate's level of professionalism and desire to communicate. Some principals also say that if a candidate misspells words and writes incoherent sentences on an application form, those same mistakes are likely to appear in notes to parents—and those are not qualities they want associated with their schools.

____ ATTENTION TO DETAIL. Candidates with solid experience often pepper their résumés with examples of previous experience. For example, an applicant who writes only "conflict resolution" on his or her résumé may or may not have the same degree of expertise as an applicant who explains his or her role in a conflict management program.

____ INNOVATION. Successful teachers are willing to take chances and are willing to change with the times, principals say. As a result, many say they look for evidence of such flexibility and fearlessness on résumés—for example, helping the school launch a new program for developing especially creative lesson plans.

Source: Copyright © 2002, Aspen Publishers, Inc.

Application Score Sheet

Applicant ____________________ **Position Desired** ____________________

PROFESSIONAL DATA (See Transcript)

(Score only the applicant's highest degree achieved)

Undergraduate Grade Point Average
1.0–2.9 = 1 point 3.0–4.0 = 2 points (GPA)
Graduate Grade Point Average
1.0–2.9 = 2 points 3.0–4.0 = 3 points (GPA)
Doctorate Grade Point Average
1.0–2.9 = 4 points 3.0–4.0 = 5 points (GPA)
Score ____________

PROFESSIONAL EXPERIENCE (See Application)

(If applicant has changed jobs more than four times, deduct 1 point.)

0–5 Years Experience = 1 point
6–10 Years Experience = 2 points
11–15 Years Experience = 3 points
16–20 Years Experience = 4 points
20+ Years Experience = 5 points
Score ____________

AWARDS AND RECOGNITION (See Résumé)

(Score one level only—highest level achieved.)

District-level Awards and Recognition = 1 point
State-level Awards and Recognition = 3 points
National-level Awards and Recognition = 5 points
Score ____________

TEACHER CERTIFICATION (Check Certificate)

(Add 1 point for every additional field of certification.)

Provisional Certification = 1 point
Standard Certification = 2 points
National Certification = 3 points
Score ____________ (Maximum = 5 points)

APPLICATION LETTER
(CHECK LETTER OF INTENT)

Written Communication Skills = 2 points
(Correct usage, mechanics, and letter form)
Clear Purpose Statement = 1 point
(Expressed interest for position)
Statement of Qualifications = 2 points
(Experience is applicable to position opening)
Score ____________ (Maximum = 5 points)

REVIEWER'S COMMENTS

____________________ REVIEWER'S SIGNATURE

____________________ TOTAL SCORE

Source: Michael D. King and Linda Harrison, *Developing School Programs and Policies: A Principal's Manual*, Aspen Publishers, Inc., © 1998.

INTERVIEWING

SELECTING THE BEST TEACHERS*

Establishing the Interview Format

The interview remains one of the most important selection tools for profiling information regarding the candidate's qualifications for the job. The interview process can provide profiling information that other screening methods cannot provide. By means of a series of well-defined questions, the interview can secure information about the candidate's job-related behaviors that can be analyzed and scored.

There are two types of interviews: the informal and the formal. What has traditionally been termed the informal interview has no structured questions that can be measured. The questions are more generic and spontaneous, usually varying from candidate to candidate. The information elicited about the candidate can be superficial and therefore not always helpful and constructive in making employment decisions. The major problem with the informal interview is that it often includes questions of a more personal nature that might be interpreted as discriminatory. If the informal process is used, the questions should always be related to the job; friendly inquiries could later be used against the district.

The formal or structured interview makes use of a standard group of questions that have been prepared in advance and are designed to ask for job-related information only. Throughout the interview, there should be a variety of questions related to the major job-related skills or characteristics in order to check for consistency of response. These questions should be open-ended to allow the candidate to respond some way other than "Yes" or "No." Each candidate should be given the same number and types of questions in order to provide a basis for comparison of the candidates. The structured interview format will help prevent stress-inducing techniques or cross-examination of the candidates from occurring.

Formulating the Interview Team

Interviewing is a technique used to obtain pertinent information from a prospective candidate, which is then used to make an employment decision. This decision is facilitated as specific information is obtained throughout the interview process. The team approach can generally yield more comprehensive information and thus a better overall picture of the candidate.

The interview team can be made up of the same people who served on the screening team, or a new team can be selected to interview the top candidates. If it is feasible, select new team members for the interview phase in order to ensure equal opportunity of employment. Again, the interview team can be made up of a predetermined group of people just as long as they understand the interview process, are aware of what questions they will be responsible for asking, and understand the method for scoring each interview question. It is also important that one designated person be selected to head each of the interview teams and supervise the process from beginning to end. This person needs to be a professional staff member or an administrator who is well versed in the selection process.

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*Source: Michael D. King and Linda Harrison, *Developing School Programs and Policies: A Principal's Manual*, Aspen Publishers, Inc., © 1996.

INTERVIEW CONFIRMATION LETTER

Dear Applicant:

You are one of the top applicants for a teaching position in our school system. We would like to invite you to interview for the sixth-grade science position.

We are asking all interested applicants to prepare a science lesson plan in advance and to bring it to the interview. The lesson plan should be of your own design or format but must include the learning objective(s) and the methods and activities you plan to use. Please be brief, not more than one page.

During the interview, you should be prepared to discuss and evaluate your lesson. We will also want to know how you would assess student learning and progress.

We have scheduled your interview for 11:30–12:15 p.m. If this time is not convenient for you, please let us know. All interviews will be conducted at the Woodville Middle School principal's office, Ninth and Oak, on ____________________.

Sincerely yours,

Michael D. King
Principal
Woodville Middle School

Source: Michael D. King and Linda Harrison, *Developing School Programs and Policies: A Principal's Manual*, Aspen Publishers, Inc., © 1998.

Interview Preparation Checklist

Before interviewing any job candidate, please be sure to. . .

☐ Review the interview format.

☐ Decide who you'd like to be on the interview team (alter according to position being filled).

☐ Notify candidate about interview format.

☐ Determine the interview site.

☐ Make sure the interview site is comfortable and clean.

☐ Prepare questions according to grade level/position.

☐ Communicate with other team members about questions to be asked.

☐ Approve team members' questions.

☐ Gather team members' feedback on questions.

☐ Decide what kinds of answers you're looking for.

☐ Prepare and distribute the interview agenda.

☐ Review the legal issues of interviewing (protected classes and Americans with Disabilities Act).

☐ Meet with team members to discuss legal issues of interviewing a day or two prior to interviews.

☐ Reread each candidate's credentials and application materials.

☐ Meet with team members immediately prior to interviews to review agenda.

Source: Jamie Whaley, *Aspen's Practical Guide to Interviewing Teachers*, Aspen Publishers, Inc., © 1996.

AUXILIARY INTERVIEW STRATEGIES TO IDENTIFY STRONG CANDIDATES

1. **Take candidates on a building tour.** Walking a candidate around your school can serve a number of purposes in the interview process. First, a tour is a good icebreaker that often helps candidates relax in addition to giving them the lay of the land, so to speak. Following a tour, candidates are usually more comfortable speaking and asking questions. A second benefit of tours is that you gain additional opportunity to become familiar with the candidate's true level of enthusiasm for the job. For example, a science teacher who reacts enthusiastically to the lab is probably a better choice than one who says nothing.
2. **Invite candidates to interview during the school day.** Coaches recruit star athletes by showing them the arena of screaming fans they'll play in front of. Likewise, principals benefit from showing prospective teachers what their schools are like in the middle of a busy day. It allows candidates to get a feel for the pride and energy of a school, and it allows principals to see if candidates are comfortable in that atmosphere.
3. **Involve the secretary.** Secretaries are true interview assets because they know how to deal with everyone on a school's staff and they're typically quick to size people up. One principal always begins interviews five minutes late and asks his secretary to talk to candidates while they wait. He reasons that candidates who are polite and friendly to the office staff are likely to be good team players and have better people skills than candidates who treat the secretary one way—often poorly—and the interviewer another.
4. **Review candidate videotapes.** Along with standard application materials, many prospective teachers submit videotapes of themselves in the classroom as another way to showcase their skills. Principals differ in their feelings about the usefulness of videotapes, however. Some dislike tapes because they believe that tapes show only a candidate's best and most choreographed performance, not necessarily his or her everyday performance. Other principal are less critical, yet they evaluate taped lessons using more stringent criteria—precisely because applicants have so much control over them.

   What's the best way to use videotapes? First of all, don't request them prior to an interview because videotapes can reveal candidates' race, gender, national origin, and disabilities—and therefore may be construed as a means to screen out applicants based on those criteria. That's why it's safest to ask for videos only after a candidate has been invited to interview for a position. Once the videotape is in hand, use an evaluation form to rate the performance, much as you would if you were observing a real classroom. Look for lesson structure, student behavior, questioning strategies, and so forth.
5. **Evaluate candidate portfolios.** A portfolio is a tremendous evaluation tool when it comes to selecting new teachers because it shows you what a teacher has actually done. Portfolio artifacts illustrate how teachers organize themselves as well as what types of activities they use to meet specific learning goals. Principals look for different things in portfolios, depending on the qualities they seek in a new hire. Some focus on the lesson- and unit-planning process while others focus on student work, assessment strategies, and leadership.
6. **Ask candidates to perform a subject-related task.** Hiring a music teacher? Why not ask him or her to sing a song? An art teacher? Ask to see a portfolio of both his or her teaching experience and also his or her private work as an artist. These requests get to the heart of a teacher's skill in his or her subject area and provide insight into individual flexibility and personality.
7. **Conduct interviews with departing teachers.** No one knows better what it takes to be successful in a job than the person currently doing it. That's why some principals involve departing but respected teachers in the interview process—they're quick to identify candidates who can fill their shoes.
8. **Ask candidates to complete a writing exercise.** Communication skills, both oral and written, may be the most important skills a teacher can have—without them, they'll struggle dealing with students, parents, colleagues, and administrators. That's why many principals devote a portion of the interview time to having candidates complete writing exercises. Examples may include writing a short essay on an education-related topic, comparing how the candidate's experience meshes with the district's mission, or drafting a letter of concern to parents.
9. **Involve parents and volunteers in interviews.** Inviting parents and school volunteers to participate in the interview process can be a tricky propo-

continues

Auxiliary Interview Strategies continued

sition, but it can also benefit the process. For example, parents are the best people to evaluate candidates' responses to questions like "How will you communicate with the home about problems?" Preparation is key, however. Choose parents carefully, with an eye toward objectivity and the grade level being hired for. That is, don't ask a parent of a fourth-grader-to-be to help hire the new fourth-grade teacher. After the parent is chosen, send him or her the candidate résumés and a list of possible questions. At the interview site, discuss questions they may have and review questions that cannot be asked due to legal reasons (e.g., "What country are you from?"). School volunteers with a long history of involvement may participate in much the same way.

10. **Rely on second and third interviews.** When in doubt, never let your first impression of someone cast the final vote in your decision. If the choice is difficult, ask candidates back for second and third interviews. During the second interview, you can ask more detailed follow-up questions on topics raised at the initial interview—and the candidates are likely to be far more open and relaxed.

Source: Copyright © 2001, Aspen Publishers, Inc.

DESIGNING INTERVIEW QUESTIONS

One of the most important tasks of a school administrator is to select the most highly qualified, competent classroom teachers from among available candidates. Time constraints and the circumstance that people are meeting for the first time require that every question posed to an applicant elicit as much information as possible. The first questions presented should require the candidate to talk about himself/herself and provide an opportunity to grow comfortable with the interview setting. Additional questions need to help the school administrator gain insight into the candidate's teaching abilities. Responses to questions should offer information about a candidate's teaching skills, human relations skills, and professional abilities. Finally, a question or two should elicit information related to the candidate's professional goals and objectives.

Source: Agnes Smith, College of Education, University of South Alabama, Mobile, Alabama.

SAMPLE INTERVIEW FORMAT

5 minutes	Candidate is asked to present and discuss his/her philosophy of education.
5 minutes	Candidate is asked to respond to a case study.
15 minutes	Committee asks and candidate responds to specific questions.
5 minutes	Committee discussion.

Courtesy of Tashua School, Trumbull, Connecticut.

COMMON ILLEGAL INTERVIEW QUESTIONS AND THEIR LEGAL COUNTERPARTS

Inquiry Area	**Illegal Questions**	**Legal Questions**
National Origin/ Citizenship	• Are you a U.S. citizen? • Where were you/your parents born? • What is your native tongue?	• Are you authorized to work in the United States? • What languages do you read, speak, or write fluently? *(This question is okay as long as this ability is relevant to the performance of the job.)*
Age	• How old are you? • When did you graduate from State University? • What is your birthdate?	• Are you over the age of 18?
Marital/Family Status	• What's your marital status? • Who do you live with? • Do you plan to have a family? When? • How many kids do you have? • What are your child care arrangements?	• Would you be willing to relocate if necessary? • Travel is an important part of the job. Would you be willing and able to travel as needed by the job? *(This question is okay as long as ALL applicants for the job are asked it.)* • This job requires overtime occasionally. Would you be able and willing to work overtime as necessary? *(Again, this question is okay as long as ALL applicants for the job are asked it.)*
Affiliations	• To what clubs or social organizations do you belong?	• List any professional or trade groups or other organizations that you belong to that you consider relevant to your ability to perform this job.
Personal	• How tall are you? • How much do you weigh?	• Are you able to lift a 50-pound weight and carry it 100 yards, as that is part of the job? *(Questions about height and weight are not acceptable unless minimum standards are essential to the safe performance of the job.)*
Disabilities	• Do you have any disabilities? • Please complete the following medical history. • Have you had any recent or past illnesses or operations? If yes, list and give dates. • What was the date of your last physical exam? • How's your family's health? • When did you lose your eyesight? How?	• Are you able to perform the essential functions of this job with or without reasonable accommodations? *(This question is okay if the interviewer has thoroughly described the job.)* • As part of the hiring process, after a job offer has been made, you will be required to undergo a medical exam. *(Exam results must be kept strictly confidential, except medical/safety personnel may be informed if emergency medical treatment is required, and supervisors may be informed about necessary job accommodations based on the exam results.)* • Can you demonstrate how you would perform the following job-related function?
Arrest record	• Have you ever been arrested?	• Have you ever been convicted of_____? (*The crime should be reasonably related to the performance of the job in question.*)
Military	• If you've been in the military, were you honorably discharged?	• In what branch of the Armed Forces did you serve? • What type of training or education did you receive in the military?

Source: "Common Illegal Questions and Their Legal Counterparts," *How Do I Interview Successfully?* Pomona College, Claremont, California, © 2001. www.pomona.edu.

INTERVIEW QUESTIONS: SAMPLE 1

1. Tell about your professional preparation. Where did you attend school? In what areas are you certified?
2. Describe your professional experiences. What jobs have you held? Be sure to include opportunities you've had to work with children/youth, such as camp counselor, Sunday school teacher, youth leader.
3. What components do you include in your lesson plan?
4. Describe how you plan to begin the first day of school.
5. What strategies do you use for classroom management?
6. Describe the most serious disciplinary incident with which you have worked. How did you resolve the situation?
7. How will you handle a student who repeatedly disrupts other students or the class in general?
8. Are you willing to accept extracurricular assignments? Have you worked with extracurricular activities in the past? If so, please elaborate. (Middle/High School applicant)
9. Describe how you organize students for reading instruction. Do you use grouping procedures or employ whole-class teaching routines? (Elementary Level Applicant)
10. What techniques do you use for instruction in math, science, social studies, etc.? (This question should be tailored to correspond to the available position.)
11. What are your strongest points as a teacher?
12. Is there an area where you feel you will benefit from continued professional growth/development opportunities?
13. Do you possess special talents (art, music, etc)?
14. Because teaching is by nature a profession in which coworkers work independently of one another, opportunities to interact with other teachers may be limited. In light of this circumstance, how do you regard relationships with other teachers—important, nice but not necessary, unimportant?
15. What measures do you use to help students develop a positive attitude about school?
16. What behaviors lead you to think a student may have a learning problem?
17. Describe innovative instructional techniques you've used.
18. Describe a responsibility you were assigned during student teaching/last position held and tell how you organized it and followed through.
19. Describe an event at school that frustrated you. How did you handle it?
20. When was the last time you laughed at something that happened at school?
21. What do you like most about teaching?
22. Where do you see yourself in five years?
23. What do you expect of a principal?

Source: Agnes Smith, College of Education, University of South Alabama, Mobile, Alabama.

INTERVIEW QUESTIONS: SAMPLE 2

1. How do you let students know what you expect from them during a particular lesson?
2. During the teaching process, what do you do to make sure that students understand the lesson?
3. What are your procedures for assigning homework? What are your procedures for responding to homework?
4. How do you determine whether or not an individual student understands what you have taught?
5. How do parents know how well their children are doing in your class?
6. How do you respond to a student who answers an oral question incorrectly?
7. John is talking to another student while you are teaching. How do you handle John?
8. What background do you have in the use of educational technology, including computers? What role do you see for technology in elementary school classrooms?
9. How do you teach a writing lesson?
10. What role will parents have in the life of your class?

Courtesy of Tashua School, Trumbull, Connecticut.

OPEN-ENDED QUESTIONING STRATEGIES REVEAL THE PERSON BEHIND THE RÉSUMÉ

All principals agree that the best information comes from questions that can't be answered with a simple yes *or* no. *Asking candidates to explain or describe something requires them to give more than two- or three-word answers.*

As a result, it's easy to see how well candidates express themselves and how they respond to off-the-cuff remarks or unusual questions. In addition, open-ended questions give candidates a free hand to talk about their background and experience, which can help you more accurately assess the candidate's ability.

So what specific questions will help you learn more about the individual you're interviewing? Many of them are plain but practical—such as "In your last position, how did you communicate with parents?" or "How is your classroom organized?" Others, however, are a bit more off the beaten path, as they say. Such a question may be, "If you won the lottery, what would you do and why?" This type of question can help you get beneath the surface and explore candidates' attitudes, values, personality, and philosophy of education. And, as a by product, they can also help you avoid a lot of the canned answers that applicants prepare for more standard interview questions.

Following are some examples of questions that principals have said were helpful—as well as some telling answers:

Q: If you had the power to take one television program off the air, what would it be?

A. This question can be of help in probing someone's values. For example, a candidate may say he or she would get rid of the news because it's too negative.

Q: How do you plan on becoming involved in the community and school?

A. This may reveal what kind of time commitment the candidate is willing to make—especially if your school has many committees, and teachers are encouraged to get involved in everything.

Q: What makes you tick?

A. This question can reveal the priorities in a candidate's life—as well as a little about his or her background. For instance, someone may talk about being raised on a farm and learning the importance of a good work ethic, or a candidate may explain how his or her father deserted the family and that led him or her to develop empathy for kids growing up in single-parent families. Conversely, a candidate who says only that he's from a family of six, played high school baseball, and held a part-time job while in school is less impressive. The latter answer gives little insight into why the person acts the way he does or how he feels about the jobs he's interviewing for.

Q: Can you describe a learning experience?

A. When teachers work with children, they sometimes forget the frustration that comes with learning new things. Therefore, it's valuable to know that applicants are constantly learning and trying new things—so they remember what it's like. Answers don't have to necessarily be related to education; for example, perhaps a candidate has recently learned a new hobby or skill.

Q: Who do you most admire and why?

A. When individuals talk about people they look up to, they tend to talk more from the heart than the résumé. Principals prefer that candidates who mention someone with the qualities of an outstanding teacher—caring, moral, and goal oriented—because people usually emulate individuals they admire.

Q: Why do you want to work here?

A. Look for how interested candidates are in what your district offers. For example, if a candidate for an English position answers, "I've watched your school district and noticed that it's very strong in drama and have heard how competitive it is in contests," he or she conveys a very different message than, "I want to get back in the area because my family is here."

This question may also be a good way to find out more about a candidate's work history. Follow-up questions may reveal that a candidate has been encouraged to leave his or her current position—or that he or she wants to move because your school is close to a university where the candidate would like to start work on a master's degree.

Q: If we don't choose you for this job, what are you going to do?

A: Top candidates will say they plan to get a classroom assistant or substitute job so they can stay close to what's going on, then try again next year for a regular teaching position.

Q: What do you expect my role as principal to be?

A: It helps to know if candidates' expectations will mesh with your leadership style, so the answers to this question can provide a feeling for how they would fit into your building. Usually, principals say candidates tell them they want a principal to be someone they can talk to;

continues

Open-Ended Questioning Strategies continued

someone who will be open to new and different things; and someone who, when necessary, will help them with student management.

Q: What have you learned about yourself as a teacher that has surprised you?

A: This question challenges the individual to think, and the answers may offer insight about the applicant's temperament, values, and work ethic. For example, answers might be, "Working with the kids and their parents can be frustrating, and I didn't know I was so patient," or "I was surprised to learn how much time it takes to prepare good lessons."

Q: What has given you the greatest satisfaction in teaching?

A: This is another chance for candidates to talk about past experiences and how they've achieved goals. For example, they may discuss a program they developed with another teacher, or how they wrote a children's book, developed a parent program, mastered computers, or researched an interesting education issue.

Q: How would you go about setting up a reading class in a new school?

A: If candidates are mature, experienced teachers, they'll often go way into this, explaining how they would get background on the students by looking through their permanent folders, for example, and by reviewing their grades. They may also talk about the types of assessments that measure kids' reading skills. This shows the kind of initiative a teacher takes to learn about and help his or her students.

Q: What's a typical day in your classroom like?

A: Ideal candidates will account for both structure and unpredictability in their answers. For example, they may say that two or three days would appear one way, but other days will change according to the chemistry of the lesson.

Q: What's the greatest challenge facing education today?

A: Candidates who don't have answers probably haven't really imagined what it's like to have a career in education. The ones who have thought it through know what challenges face the profession, and they will be better prepared to handle them.

Q: Why should we hire you?

A: The top candidates will say they want to work with kids, and the so-so candidates will say they want a teaching job. What separates candidates is whether their top priority is kids—principals say the job itself shouldn't even be mentioned.

Source: Copyright © 2001, Aspen Publishers, Inc.

RATING ANSWERS TO INTERVIEW QUESTIONS

When you sit down for an interview and begin asking questions, do you know specifically what you're looking for in an answer? A principal who does will be able to more quickly identify the strongest candidates.

Principals vary in how they establish which points they'd like addressed in response to various interview questions. Some use professional literature. For example, they may look for candidates who are familiar with new research findings. Others look for answers that reflect the latest classroom trends and practices.

Some principals, though, say the best barometer of a candidate's future success is to compare his or her answers with answers provided by master teachers already on the school's faculty. To establish such a baseline, ask your existing staff to answer interview questions prior to any interviews. Then incorporate responses from the best teachers into your evaluation criteria.

Source: Copyright ©2002, Aspen Publishers, Inc.

SAMPLE INTERVIEW QUESTIONS AND SUPPORTING PORTFOLIO ARTIFACTS

Anticipated Questions of a General/ Philosophical Nature	INTASC Standard(s)*	Supporting Portfolio Documents
What is your educational philosophy?	(Varying, depending on person's philosophical orientation and how it is presented.)	Article summaries or critiques Anecdotal records Essays Letters to parents Philosophy statement
What does an ideal classroom look like?	2, 4, 5, 7	Bulletin board ideas Essays Floor plans Lesson plans Letters to parents Management and organization strategies Observation reports Pictures and photographs Portfolios (student) Projects (performance-based) Seating arrangement diagrams Teacher-made materials Theme studies Unit plans
How would you assess children's work?	3, 8	Assessments (formal and informal) Case studies Interviews with students, teachers, parents Lesson plans Portfolios (student) Problem-solving logs Projects (performance-based)
How do you work with parents and other members of the community?	10	Community resources documents Field trip plans Interviews with students, teachers, parents Letters to parents Problem-solving logs Professional organizations and committees list Projects Volunteer experience descriptions

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*The draft INTASC standards can be found in Chapter 3: Evaluation

continues

Sample Interview Questions continued

How would you handle discipline problems? How would you manage your classroom? What kinds of management strategies do you like to use?	5	Classroom management philosophy Cooperative learning strategies Field trip plans Floor plans Journals Letters to parents Management and organization strategies Observation reports Pictures and photographs Problem-solving logs References Rules and procedures descriptions Schedules Seating arrangement diagrams Student contracts
Explain what you know about using technology in the classroom.	6	Computer programs Media competencies Projects References Research papers
What kinds of instructional strategies do you use? When? How well do they work?	4	Curriculum plans Evaluations Lesson plans Observation reports Peer critiques Pictures and photographs Projects References Teacher-made materials Theme studies Unit plans
How do you meet individual needs in the classroom?	3	Individualized plans Interviews with students, teachers, parents Journals Lesson plans Portfolios (student) Problem-solving logs References Student contracts
What textbooks and other resources have you used in the classroom? How do they compare to others?	1, 4, 7	Curriculum plans Projects Theme studies Unit plans

continues

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Sample Interview Questions continued

What are your strengths? What is your greatest weakness?	(Varying, depending on person's strengths)	Awards/certificates Evaluations Goal statements Letters to parents Media competencies Peer critiques Problem-solving logs Professional organizations and committees list References Self-assessment instruments Transcripts Volunteer experience descriptions Work experience descriptions
How well can you work with other people?	9, 10	Community resources documents Evaluations Field trip plans Letters to parents Peer critiques Professional organizations and committees list Projects References Volunteer experience descriptions Work experience descriptions
Tell me about yourself.	6, 9, 10	Awards/certificates Essays Goal statements Letters to parents Peer critiques Self-assessment instruments Subscriptions Transcripts
Do you plan to go back to college for an advanced degree? What do you do to keep yourself up-to-date?	9	Meetings and workshops log Professional development plans Professional organizations and committees list Professional readings list Self-assessment instruments Subscriptions
What work reflected in your portfolio gives you the most pride?	(Varying, depending on person's answer.)	(A great variety of documents is possible; this depends on person's value judgment.)
What did your supervisors say about your work?	9, 10	Awards/certificates Evaluations References Volunteer experience descriptions Work experience descriptions

continues

Sample Interview Questions continued

What do people appreciate about you?	9, 10	Evaluations Peer critiques References Volunteer experience descriptions Work experience descriptions
What are your goals?	9	Goal statements Philosophy statement Professional development plans Self-assessment instruments
What is your favorite subject or topic to teach? Why?	1, 6, 9	Article summaries or critiques Awards/certificates Computer programs Essays Journals Meetings and workshops log Philosophy statement Pictures and photographs Professional readings list Research papers Self-assessment instruments Subscriptions Transcripts
What is your greatest career or academic achievement?	9, 10	Awards/certificates Evaluations Journals Peer critiques Pictures and photographs References

Source: Adapted from Dorothy M. Campbell et al., *How To Develop a Professional Portfolio: A Manual for Teachers*, 2 ed., Allyn & Bacon, © 2001.

SAMPLE SECOND INTERVIEW QUESTIONS

1. Define the classroom teacher's responsibility for identifying and accommodating the needs of special education students within the classroom. Provide examples as appropriate.
2. What approaches would you use to teach reading and writing to your students?
3. Provide and discuss specific examples of those communications techniques/instruments you have employed (or would employ) with parents, students, etc.
4. What qualities do you consider essential to be a teacher?
5. How would you utilize technology in your classroom?
6. How do you foster respect for racial and ethnic diversity in a classroom where most students are white?
7. How familiar are you with the State Teaching Competencies? Please discuss.
8. In one word, please describe your teaching style, then discuss.
9. What key points would you include in an introductory letter to your parents and students?

Courtesy of Tashua School, Trumbull, Connecticut.

Writing Sample Form

WRITING SAMPLE

Please compose an introductory letter to parents that you would send out prior to the opening day of school informing them that you will be their child's teacher.

(Candidates should arrive 45 minutes prior to interview to do writing sample.)

Courtesy of Tashua School, Trumbull, Connecticut.

Professional Essay Form

(NAME OF SCHOOL)

PROFESSIONAL ESSAY

Please Note: In your own handwriting, respond to the five essay questions below. The following criteria will be used as the scoring criteria for each of your five responses:

1. **Teaching Techniques**—Applicant's responses are rated under the following topics: teaching effectiveness, teaching skills, motivation of students, daily preparation, and attention to student needs.
2. **Teaching Practices**—Applicant's responses demonstrate an understanding of the characteristics of effective teaching practices.
3. **Developmental Knowledge of Students**—Applicant's responses demonstrate knowledge of the differentiated developmental characteristics of the individual child.
4. **Written Communication Skills**—Applicant's responses communicate coherently and effectively the knowledge of correct and appropriate language usage.
5. **Enthusiasm for Teaching**—Applicant's responses communicate the desire and energy to initiate a project and carry the project through to completion.

1. What about your teaching is most rewarding to you?

2. What teaching strategies have you found to be most effective?

3. What are your major strengths as a teacher?

4. What strategies do you utilize to involve parents in the educational process?

5. How would you organize your classroom to ensure success for all students?

I certify that the information and statements in this application are true to the best of my knowledge. I understand that any misrepresentation will be cause for my discharge from employment.

In submitting this application, I authorize (Name of School District) to contact all listed references, conduct a criminal records background check, make all contacts appropriate to my past vocational, educational, and medical history, and maintain all such information in a confidential file available only to the (Name of School District) as a prospective employer.

Applicant's Signature ______________________________ Date ________________

Source: Michael D. King and Linda Harrison, *Developing School Programs and Policies: A Principal's Manual*, Aspen Publishers, Inc., © 1998.

Essay Score Sheet

Applicant: ______________________ **Position:** ____________________

	Present	Absent
QUESTION ONE: What about your teaching is most rewarding to you?		
Teaching Technique		
Teaching Practices		
Developmental Knowledge of Students or Learning		
Written Communication Skills		
Enthusiasm for Teaching		
QUESTION TWO: What teaching strategies have you found to be most effective?		
Teaching Technique		
Teaching Practices		
Developmental Knowledge of Students or Learning		
Written Communication Skills		
Enthusiasm for Teaching		
QUESTION THREE: What are your major strengths as a teacher?		
Teaching Technique		
Teaching Practices		
Developmental Knowledge of Students or Learning		
Written Communication Skills		
Enthusiasm for Teaching		
QUESTION FOUR: What strategies do you utilize to involve parents in the educational process?		
Teaching Technique		
Teaching Practices		
Developmental Knowledge of Students or Learning		
Written Communication Skills		
Enthusiasm for Teaching		
QUESTION FIVE: How would you organize your classroom to ensure success for all students?		
Teaching Technique		
Teaching Practices		
Developmental Knowledge of Students or Learning		
Written Communication Skills		
Enthusiasm for Teaching		

SCORING KEY

Present = 1 Point
Absent = 0 Points

TOTAL SCORE FOR EACH CRITERION

Teaching Technique	
Teaching Practices	
Developmental Knowledge of Students or Learning	
Written Communication Skills	
Enthusiasm for Teaching	

Total Points Divided by 5 = **TOTAL ESSAY SCORE**____________

Source: Michael D. King and Linda Harrison, *Developing School Programs and Policies: A Principal's Manual,* Aspen Publishers, Inc., © 1998.

VIDEOTAPES AS APPLICATION TOOLS

To demonstrate their classroom skills, some teacher candidates submit videotaped lessons with their application materials. But is there value in this and, if so, how should they be evaluated?

Those opposed to videotapes don't consider them an accurate representation of a candidate's skills. Because the tapes can be shot over and over, it's unlikely that an application will include a video of anything other than perfection—which doesn't necessarily help during the screening and selection process.

However, principals on the other side of the fence say videotapes can be useful if watched with a discerning eye. They maintain that the students who disrupt class will do so even in the presence of a camera, so there's always an element of surprise the teacher must deal with. Plus, these principals apply more stringent evaluation criteria, simply due to the tendency of videotapes to show only the best situations.

If you choose to watch videotapes, consider the following evaluation strategies:

- Grade the lesson using your school's regular teacher evaluation form.
- Look for specific lesson structure.
- Pay attention to student reaction to instruction.
- Record how the teacher handles routine classroom administrative tasks (attendance, distribution of handouts, and so forth).
- Analyze teacher movement around the classroom
- Evaluate the types of questions asked (e.g., Do they require higher-order thinking skills?)

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Videotape Evaluation Form

On this form, check off activities as you see them occur. A space at right is reserved for specific comments about what you see.

Candidate: ______________________ Position: ______________________

ACTIVITIES	NOTES, SCRIPT, COMMENTS
Task ☐ Overview ☐ Directions ☐ Procedural questions	
Content ☐ Definitions ☐ Explanations ☐ Context ☐ Learner remarks	
Practical Review ☐ Initial practice ☐ Independent group practice ☐ Varied materials ☐ Review	
Monitors ☐ Checks for understanding ☐ Requests questions ☐ Requests higher-order thinking ☐ Monitors individuals/groups ☐ Reteaches	
Involvement ☐ Students waiting ☐ Students participate in discussion	
Learner Status ☐ Recognizes student responses ☐ Corrective statement ☐ Discusses homework ☐ Reports student status ☐ Provides recommendation	

continues

Videotape Evaluation Form continued

ACTIVITIES	NOTES, SCRIPT, COMMENTS
Learner Behavior ☐ Students off-task ☐ Students disruptive ☐ Nonacademic or nonprocedural question	
Climate ☐ Positive ☐ Favoritism ☐ Lack of respect	
Resources ☐ Media/materials ☐ Community ☐ Facilities ☐ Ineffective use of time	
Communication ☐ Writes legibly ☐ Speaks clearly ☐ Appropriate vocabulary ☐ Correct grammar ☐ Organized speech	

ADDITIONAL COMMENTS

Source: Jamie Whaley, *Aspen's Practical Guide to Interviewing Teachers*, Aspen Publishers, Inc., © 1996.

Composite Interview Rating Form

Date:____________

Name of Candidate:____________________

Level/Position:____________

	Outstanding	Satisfactory	Limited/None
A. PAPER REVIEW AND INTERVIEW	4–5	2–3	0–1
1. Educational Background and Preparation			
2. Experience, Related Background			
TOTAL SCORE FOR A			
B. COMMUNICATION/INTERPERSONAL SKILLS	4–5	2–3	0–1
1. Enthusiasm			
2. Initiative			
3. Poise			
4. Ability to Convey Thoughts/Ideas			
5. Sensitivity/Nurturing			
TOTAL SCORE FOR B			
C. OVERALL INTERVIEW ASSESSMENT AS IT RELATES TO JOB DESCRIPTION	4–5	2–3	0–1
1. Teaching Competencies			
2. Classroom Management Techniques			
3. Curriculum/Instructional Assessment			
4. Special Education Issues			
5. Technology Awareness/Skills			
TOTAL SCORE FOR C			
KEY: Limited/None 0–3 Satisfactory 6–9 Outstanding 12–15		TOTAL POINTS	

continues

Composite Interview Rating Form continued

D. MAJOR STRENGTHS AND EXPERTISE

E. MAJOR WEAKNESSES

F. SUMMARY STATEMENT

____
Signature, Committee Chair

Courtesy of Trumbull Public Schools, Trumbull, Connecticut.

Applicant Profile Master Matrix

INDIVIDUAL ______________________________ **POSITION** __________________

Use an asterisk (*) to indicate the required Position Characteristics and Competencies.

APPLICATION

	1	2	3	4	5
Professional Data					
Professional Experience					
Professional Accomp.					
Teacher Certification					
Application Letter					

Score __________

RECOMMENDATIONS

	1	2	3	4	5
Personal Qualities					
Communication Skills					
Enthusiasm					
Creativity					
Work Ethic					
Self-Confidence					
Organizational Skills					

Professional Qualities					
Knowledge of Content					
Teaching Practices					
Discipline Strategies					
Dev. Knowledge of Student					
Knowledge of Learning					
Special Programs					

Score __________

ESSAY QUESTIONS (Optional)

	1	2	3	4	5
Student-Centered Response					
Teaching Practices					
Knowledge of Learning					
Written Communication					
Enthusiasm for Teaching					

Score __________

continues

Applicant Profile Master Matrix continued

INTERVIEW

	1	2	3	4	5
Purpose of Education					
Beliefs					
Principles of Teaching					
Principles of Assessment					
Student-Centered					

Score ____________

REFERENCES

	1	2	3	4	5
Personal Qualities					
Professional/Social Traits					
Classroom Leadership					
Teaching Technique					

Score ____________

COMMENTS

____

____

____

____

(Total Points Divided by # of Categories = Comprehensive Score)

Total Points = ________________ divided by Number of Categories = ________________

Comprehensive Score = ____________________

____

SIGNATURE OF EVALUATOR

Source: Michael D. King and Linda Harrison, *Developing School Programs and Policies: A Principal's Manual*, Aspen Publishers, Inc., ©1998.

Teacher Recommendation Form

(NAME OF SCHOOL)

NAME OF APPLICANT ______________________________
POSITION DESIRED ________________________________

APPLICANT'S WAIVER OF RIGHT TO ACCESS CONFIDENTIAL STATEMENT: I hereby, freely and voluntarily, waive my right of access to any information contained on this recommendation form and agree that the statement shall remain confidential.

____ ____________________
Signature of Applicant

The person whose name appears above has filed for application for a position with (NAME OF SCHOOL). Please give us your opinion of this applicant's personal and professional qualifications. Federal legislation gives the applicant access to education records, including recommendations, unless the applicant has signed the waiver printed above. Thank you for your assistance in providing this assessment.

RECOMMENDATION APPRAISAL OF APPLICANT'S QUALITIES FOR THE ABOVE POSITION.

Performance Area	Outstanding (5 Points)	Strong (4 Points)	Average (3 Points)	Fair (2 Points)	Poor (1 Point)
Communication Skills					
Enthusiasm					
Creativity					
Work Ethic					
Self-Confidence					
Organizational Skills					
Knowledge of Content					
Teaching Practices					
Discipline Strategies					
Developmental Knowledge of Students					
Knowledge of Learning					
Special Programs					

Signature ______________________________ Date ____________________

Address ____

Work Phone ____________________ Home Phone ____________________

continues

Teacher Recommendation Form continued

PERSONAL QUALITIES

- **Communication Skills**—Applicant demonstrates his or her knowledge of correct and appropriate language usage.
- **Enthusiasm**—Applicant possesses the internal desire and energy necessary to initiate a project and carry the project through to completion.
- **Creativity**—Applicant exhibits the ability to develop new, innovative, unique ideas and solutions to enhance the teaching process.
- **Work Ethic**—Applicant demonstrates the ability to formulate his or her personal goals and to apply methods for achieving them through a willingness to make decisions, to assume responsibility, and to commit to the professional field.
- **Self-Confidence**—Applicant possesses an internal faith in his or her skills and abilities and is able to project them to others in a self-assured way.
- **Organizational Skills**—Applicant displays the ability to apply structure to specific problems and to the overall working environment.

PROFESSIONAL QUALITIES

- **Knowledge of Content**—Applicant demonstrates an expertise in the subject content by articulating examples of content application in the classroom.
- **Teaching Practices**—Applicant possesses an understanding of the characteristics of effective teaching practices.
- **Discipline Strategies**—Applicant exhibits a knowledge of classroom management skills that include appropriate consequences for inappropriate behavior that are articulated through a workable set of classroom rules and procedures.
- **Developmental Knowledge of Students**—Applicant clearly defines the differentiated developmental characteristics of the individual child.
- **Knowledge of Learning**—Applicant expresses knowledge of a variety of interaction techniques to promote critical and creative thinking in the classroom.
- **Special Programs**—Applicant possesses an understanding of methods for modifying teaching techniques in order to meet the needs of special students.

For Office Use Only

Performance Area	Appraisal One	Appraisal Two	Appraisal Three	Total Points	Divide by # Eval.	Average Score
Communication Skills						
Enthusiasm						
Creativity						
Work Ethic						
Self-Confidence						
Organizational Skills						
Knowledge of Content						
Teaching Practices						
Discipline Strategies						
Developmental Knowledge of Students						
Knowledge of Learning						
Special Programs						

Source: Michael D. King and Linda Harrison, *Developing School Programs and Policies: A Principal's Manual*, Aspen Publishers, Inc., © 1998.

Chapter 2

Induction

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ORIENTATION

SAMPLE NEW LICENSED PERSONNEL RELOCATION GUIDE

TABLE OF CONTENTS

- Helpful Numbers
- Congratulations
- Welcome Center: New Teachers
- Roommates and Housing
- General Requirements for Licensure
- Your First Paycheck
- Getting an Identification Card
- "We Care" Program
- Health Insurance
- Medical Services
- Utilities
- Transportation
- Child Care
- Car Insurance
- Automobile Registration and Driver's License Information
- Financial Information
- Roommate Participation—Voluntary

HELPFUL NUMBERS

- Welcome Center
  (   ) ____-_____
- School District
  (   ) ____-_____
- Contract Information
  (   ) ____-_____
- Credentials/Transcripts
  (   ) ____-_____
- Licensing
  (   ) ____-_____
- School District Licensure Inquiries
  (   ) ____-_____
- "We Care" Program
  (   ) ____-_____
- Teacher's Center (M–F 1 P.M.–5 P.M.)
  (   ) ____-_____
- Benefits
  (   ) ____-_____
- Payroll
  (   ) ____-_____
- Substitute Service (To request a substitute)
  (   ) ____-_____
- Insurance
  (   ) ____-_____
- How To Register Your Child
  –Elementary (   ) ____-_____
  –Secondary (   ) ____-_____
- HELP (referral)
  (   ) ____-_____
- Voter Registration and Information
  (   ) ____-_____
- Emergency-Metro-Fire-Paramedics
  9-1-1

WELCOME (Letter)

Congratulations!

On behalf of the School District and the Human Resources Division, I would like to welcome you as a new team member to one of the fastest-growing districts in the nation. This guide is provided to assist you with your relocation.

Upon your arrival, please visit our Welcome Center, located at: ______________________________________

The Welcome Center has valuable new teacher information ranging from curricula information to apartment information. Teachers are available to answer your questions. You may also visit our Web site to obtain additional information.

Additional relocation information may also be obtained by visiting the Chamber of Commerce Web site. Select Consumer & Visitor Information and choose a category. You may contact the Chamber directly at:

____

Again, welcome and best wishes!

Very truly yours,

Assistant Superintendent
Human Resources Division

WELCOME CENTER

Hours: 9 A.M.–3 P.M., Monday through Friday, ________ and 10 A.M.–2 P.M., Saturday, __________. (If you arrive prior to ________ or after _________ and would like information, please call _______________.

When you arrive, come to the New Teacher Welcome Center. Teachers will be there to greet you and

continues

Sample New Licensed Personnel Relocation Guide continued

- Answer your questions about the curriculum and about district standards for teachers.
- Help you locate your school and nearby apartments.
- Share with you voluntary roommate possibilities.
- Help you secure an immediate $2,000 line of credit and new car financing to ensure that your transition into the School District is a smooth one!

(Map for Welcome Center)

Courtesy of Clark County School District, Las Vegas, Nevada.

MATERIALS NEW TEACHERS NEED BEFORE SCHOOL STARTS

- District policies
- Faculty handbook
- Student and parent handbooks
- Curriculum book or guidelines
- Classroom management examples
- A checklist of supplies needed the first day of school
- The name and phone number of the team/department chairperson or mentor
- A Chamber of Commerce packet with maps and community and real estate information
- Your business card, with school and home phone numbers and when you can be reached during the summer
- A schedule for orientation
- A calendar for the school year
- The names of their students and their parents' names, addresses, and phone numbers for the teachers to contact in early to mid-August

Source: Holly Kleinsasser, *New Teacher Orientation: A Practical Guide for Principals*, Aspen Publishers, Inc., © 1996.

Orientation Checklist

COMPETENCY 1: TO PROVIDE EFFECTIVE, STUDENT-CENTERED INSTRUCTION

	Principal	**Teacher**
Demonstrate instructional competencies and indicators (**Note:** Supply evaluative forms; schedule separate orientation as needed.)	____	____
Competency #1: Preparation for Instruction	____	____
Indicators:		
• Selects/states long-range goals and short-term measurable objectives.	____	____
• Identifies various instructional strategies.	____	____
• Prepares instructional resources for use.	____	____
Competency #2: Presentation of Organized Instruction	____	____
Indicators:		
• Orients students to the lesson.	____	____
• Gives clear directions.	____	____
• Develops the lesson.	____	____
• Provides practice and summarization.	____	____
• Demonstrates knowledge of subject matter and pedagogy.	____	____
Competency #3: Assessment of Student Performance	____	____
Indicators:		
• Monitors student performance.	____	____
• Measures student progress systematically.	____	____
• Provides feedback about student performance.	____	____
• Uses assessment results.	____	____
Competency #4: Classroom Management	____	____
Indicators:		
• Manages class time.	____	____
• Manages student behavior.	____	____
Competency #5: Positive Learning Climate	____	____
Indicators:		
• Involves students in interaction.	____	____
• Communicates high expectations.	____	____
• Expresses positive affect/minimizes negative affect.	____	____
• Maintains physical environment conducive to learning within limitations of facilities provided.	____	____

continues

Orientation Checklist continued

	Principal	Teacher
Competency #6: Communication	___	___
Indicators:		
• Speaks clearly, correctly, and coherently.	___	___
• Writes clearly, correctly, and coherently.	___	___
Competency #7: Professional Development	___	___
Indicators:		
• Improves professional knowledge and skills.	___	___
• Takes a leadership role in improving education.	___	___
Competency #8: Professional Responsibilities	___	___
• Completes job requirements according to established timelines.	___	___
• Adheres to written local and district board policies and federal laws and regulations.	___	___
• Exhibits professionalism with peers, administrators, parents/guardians.	___	___
• Promotes cooperation with parents/guardians and between school and community.	___	___
Textbook requests	___	___
Homework	___	___

COMPETENCY 2: TO ESTABLISH EFFECTIVE CLASSROOM PROCEDURES

	Principal	Teacher
Class roll	___	___
Lunch procedures and cost(s)	___	___
Audiovisual equipment	___	___
Computers and other technology	___	___
Library use and schedule	___	___
Custodial schedule(s)	___	___
Work orders and repairs	___	___
Discipline	___	___
Promotion and retention of students	___	___

COMPETENCY 3: TO PERFORM ROUTINE ADMINISTRATIVE/ACCOUNTING TASKS AND MISCELLANEOUS

	Principal	Teacher
School accreditation	___	___
Grade/Department meetings	___	___
Faculty meetings	___	___
Faculty handbook	___	___
Board of Education policy manual	___	___

continues

Orientation Checklist continued

	Principal	**Teacher**
Types of personnel leave	___	___
Payday and procedures	___	___
Duty day (hours)	___	___
Committee assignments	___	___
Bus duty/other duties	___	___
Faculty Courtesy Fund (if applicable)	___	___
Safety (general items)	___	___
Fire and tornado drills	___	___
Emergency dismissal	___	___
Emergency medical issues/medications	___	___
Staff development plan (current year)	___	___
Campus parking	___	___
PTA/PTO relations	___	___
Use of school telephones/personal cellular phone(s)	___	___
Gaining access to building (weekends, holidays)	___	___
"Getting Started" funds and procedures	___	___
Pupil accounting (attendance reports)	___	___
Fiscal accounting (receipt book, purchase orders, types of funds available for teacher use)	___	___
Meet PTA/PTO president	___	___
Meet school secretary, bookkeeper, and custodian	___	___
Meet Child Nutrition Program manager	___	___
Tour of campus and appropriate classroom(s)	___	___
Teacher questions, comments, unresolved issues?	___	___
Assign mentor (if applicable)	___	___
Other items:	___	___
	___	___
	___	___
	___	___
	___	___

The principal of __________ (name of school) provided an orientation for ______________ (teacher's name) on ______________ (date) to discuss the school policies and procedures listed above.

______________________________ Principal's signature

______________________________ Teacher's signature

Note 1: The principal and teacher should initial each section/item after discussions are complete.

Note 2: The principal and teacher each should receive a copy of the completed document. Another copy should be placed in the teacher's personnel file.

Source: Copyright © 2001, David Gray.

Building/District Tour Checklist

Principal: This checklist will help you determine what you need to show your new teachers. See how many items you need to include.

DISTRICT TOUR

- ☐ Central offices
    - Superintendent's office
    - Personnel/business offices
    - Transportation facilities (school buses)
    - Offices for directors of special education, curriculum, counseling, etc.
- ☐ Schools
    - High schools
    - Middle or junior high schools
    - Elementary schools
    - Special school facilities
- ☐ Athletic facilities
    - Gymnasiums
    - Football fields
    - Track fields
    - Golf courses used by schools
    - Swimming pools
    - Locker rooms
    - Tennis courts
- ☐ Auditorium/civic center where special events are held
- ☐ Community highlight (parks, historic sites, landmarks)

BUILDING TOUR

- ☐ Principal's office (also assistant principals' offices)
- ☐ Student records/files
- ☐ Media center
- ☐ Guidance counselor's office
- ☐ Library
- ☐ Cafeteria/lunchroom
- ☐ Bathrooms for students
- ☐ Teachers' lounge/coffeemaker/bathrooms
- ☐ Music room
- ☐ Art room
- ☐ Copier/fax/phone/supplies
- ☐ Custodian's room/office
- ☐ Coat storage for teachers/students
- ☐ Nurse's office
- ☐ Other

Source: Holly Kleinsasser, *New Teacher Orientation: A Practical Guide for Principals*, Aspen Publishers Inc., © 1996.

Ongoing Orientation Checklist

Principal: The new teacher and the presenter of information on this ongoing checklist (principal, mentor, or other staff) should date and initial each item as it's completed. These topics should be completed by the end of the first semester.

REVIEWS

- ☐ New teacher orientation covered at the beginning of the year
- ☐ Student characteristics
- ☐ Scheduling problems or changes
- ☐ Other: ____________________

Date completed: ____________________ Initials: ____________________

CURRICULUM ISSUES

- ☐ Field trips
- ☐ Curriculum from grade to grade
- ☐ Curriculum revision cycle
  1. Evaluate existing program.
  2. Update existing goals and objectives.
  3. Select instructional materials and develop course guides.
  4. Implement revised course and evaluate.
  5. Make needed revisions.
  6. Evaluate revised course, revise, and begin cycle again.
- ☐ Copyright policies
- ☐ Multicultural/nonsexist materials
- ☐ Other: ____________________

Date completed: ____________________ Initials: ____________________

CLASSROOM ENVIRONMENT

- ☐ Physical (special projects or activities)
- ☐ Other: ____________________

Date completed: ____________________ Initials: ____________________

EVALUATION

- ☐ Student Evaluation
  1. Report card suggestions
  2. Student portfolios for conferences
  3. Test construction and interpretation
  4. Cumulative records
  5. Retention procedures
  6. Placement recommendations
  7. Semester exams
  8. Communicating with parents about problems

Date completed: ____________________ Initials: ____________________

continues

Ongoing Orientation Checklist continued

PROFESSIONALISM

☐ Conferences and workshops
☐ Salary schedule advancements, professional leave applications, expense reports
☐ District staff development programs
☐ Professional journals and resources
☐ Continuing education (state and district policies, stipends, college credit, recertification, licensure)
☐ Other: ______

Date completed: ______ Initials: ______

TEACHING TECHNIQUES

☐ Questioning techniques/higher-order thinking
☐ Drill-work strategies and review strategies
☐ Peer tutoring
☐ Individual remediation/individual enrichment activities
☐ Other: ______

Date completed: ______ Initials: ______

PARENT COMMUNICATION

☐ Open houses
☐ Parent handbooks
☐ Newsletters (teacher, school, district)/press releases
☐ Parent conferences
☐ Other: ______

Date completed: ______ Initials: ______

SPECIAL EDUCATION PROGRAMS

☐ Curriculum adoption for special needs students
☐ Other: ______

Date completed: ______ Initials: ______

Source: Holly Kleinsasser, *New Teacher Orientation: A Practical Guide for Principals*, Aspen Publishers, Inc., © 1996.

New Teacher Information Reference Guide

Principal: Complete this form and give it to teachers new to your school.
Teacher: Refer to this quick reference guide for information you need during the first few months of teaching.

Question about:	Name	Title	Phone Number
Paycheck			
Photocopier goes down.			
Requesting a substitute.			
Making long-distance phone calls.			
Using the fax machine.			
Equipment repair.			
Special audiovisual materials.			
How to use the computers.			
Health insurance claims.			
A student gets ill or injured on the playground.			
Curriculum			
Additional textbooks.			
Fire drill procedure.			
You think a student has a learning disability.			
In-services available to teachers.			
You want to contact the media for coverage of a special activity.			

Source: Holly Kleinsasser, *New Teacher Orientation: A Practical Guide for Principals*, Aspen Publishers, Inc., © 1996.

MENTORING

THE VALUE OF TEACHER MENTORING

Imagine that you aspire to be a mountaineer. You have a new pair of boots, a tent, a backpack, and endless enthusiasm, but you have never so much as climbed above the tree line.

"There are two ways to get into it," observes Kenneth Wilson, a Nobel-laureate physicist at The Ohio State University, coauthor of *Redesigning Education,* and a member of the NEA Foundation for the Improvement of Education (NFIE) board of directors. "You could take a practice run with somebody who has lots of experience and the ability to share it. The other way is to be taken to the base of Everest, dropped off, and told to get to the top or quit. If you don't make it, your enthusiasm disappears, and you seek ways to avoid similar challenges in the future."

Too often, beginning teachers find themselves alone at the bottom of the world's tallest mountain. Tom Ganser, the director of field experiences at the University of Wisconsin–Whitewater and a nationally recognized expert on mentoring programs, listens carefully to how novice teachers describe their early experiences on the job. One, for example, compares the first year to "climbing a mountain that is cloud-covered. You can't see very far ahead, and you don't know how high the mountain is." Another describes it as "a journey for which there is no map to guide you."

Increasingly, school districts are working with teacher associations, universities, and others to establish mentoring programs to help beginning teachers, veteran teachers in new assignments, and teachers in need of remedial aid to build up to the difficult climbs with the assistance of a guide. The hope is that, in due time, the profession as a whole will be able to tackle the Everests of the educational landscape.

Georgia Archibald, a retired teacher from Missouri, defines mentoring as a process that opens the doors to the school community and helps a new faculty find the wisdom of all the teachers in the building. California teacher Lynette Henley characterizes mentoring as "going next door to that new person and saying, 'What can I do for you?' " Her retired colleague Ellen Logue adds: "A mentor helps teachers make sense of the realities that they face in teaching, learn their significance, and use what they have learned to improve their teaching skills." Ideally, mentoring helps ensure that new teachers have access to the accumulated instructional knowledge and expertise of their colleagues in ways that contribute to student success. In this formulation, mentoring is a mechanism to articulate and share the genius of teaching.

Teacher mentoring programs have been around for about a generation. More than half the states in the country now require mentoring for entry-level teachers. School districts, moreover, are beginning to realize that the veteran third-grade teacher who is suddenly reassigned to middle-grades social studies may need the help of her colleagues every bit as much as the brand-new teacher who is fresh out of graduate school.

Demographic and policy trends now lend greater importance to mentoring programs than perhaps at any other time in recent memory. Increasing student enrollments, an escalation of teacher retirements, and the popularity of class size reduction efforts in many states represent serious challenges to districts seeking to ensure the quality of classroom instruction. Concerted action must be taken to assist the anticipated two million new teachers who will enter the profession within the next decade and uncounted numbers of experienced teachers who will assume new assignments. In a *New York Times* column ("Dueling Goals for Education," 7 April 1999), Teachers College president Arthur Levine observes that policymakers are concurrently seeking to raise teaching standards and expand the ranks of the profession, both at a time when the pool of very experienced teachers is growing noticeably smaller. While not the entire solution, carefully designed mentoring programs can help in three ways to meet the challenge inherent in pursuing both of these worthy goals simultaneously:

1. Mentoring can be used as a recruitment tool.
2. Mentoring can improve teacher retention rates.
3. Mentoring can help to improve the skills and knowledge of both new and veteran teachers.

Mentoring holds the potential to help the entire profession of teaching to advance with time, just as mountaineers (and physicists) learned to conquer challenges that in years past appeared well beyond their reach.

RECRUITMENT AND RETENTION

Janet Gatti, assistant superintendent for the Mount Diablo Unified School District in Concord, California, observes that graduating teacher education students are now asking, "What will you do to support us?" This, she

continues

The Value of Teacher Mentoring continued

says, "is a good reflective question. What *do* we do?" Tom Ganser adds, "In fact, I know that the new teachers I work with at my university are asking questions about mentoring and induction programs during their job interviews. . . . They view this as one of the things to take into consideration in terms of selecting a particular school." Such observations are admittedly anecdotal but do suggest that school districts might consider mentoring as a strategy for attracting the very best candidates.

Mentoring also helps to keep talented teachers on the job. The National Center for Education Statistics reports that 9.3 percent of new teachers leave the profession after only a year (1994–1995 data). An additional 11.1 percent leave their assignments for teaching positions elsewhere after their first year. In rural areas and inner cities, these rates are often dramatically higher. By contrast, in the Armstrong Atlantic State University branch of the celebrated Pathways to Teaching Careers Program, of which mentoring is a major component, the retention rate was a stunning 100 percent for the four years ending June 1999. Most of the teachers in the Armstrong Atlantic program work in very challenging urban assignments in Savannah, Georgia. Similarly, a mentoring program in Columbus, Ohio, has resulted in lower attrition rates than those in comparable urban school districts.

IMPROVING SKILLS AND KNOWLEDGE

Evidence strongly suggests that mentoring improves the quality of teaching. More than a dozen teachers in the Savannah Pathways Program have received teaching awards from Sallie Mae and other organizations. Since 1986, the Columbus program has reduced by nearly 50 percent the number of teachers who require remedial intervention. In its January 1999 Teacher Quality study, the National Center for Education Statistics reports that seven in ten teachers who receive mentoring at least once a week believe that their instructional skills have improved "a lot" as a result.

A majority of those teachers who *provided* mentoring assistance at least once a week also reported substantial improvements to their practice. Donnis Deever, a retired teacher from Arizona and one of the architects of the Glendale Union High School District's award-winning mentoring program, explains, "I think all of us who were mentors changed radically. . . . Our classroom management skills changed. The way we related to other teachers in our area changed. The skills that we had to work with students in our classroom changed."

That said, teacher mentoring is no panacea and may involve certain unwanted side effects. A one- or two-year mentoring experience will not provide a new teacher with the full range of subject matter knowledge necessary to be successful on the job. Mark Jones of the National Education Association's Alaska affiliate notes, "If a teacher doesn't have a grasp of the content area . . ., there is no way a mentor will overcome that shortfall." Instead, he says, mentoring is best suited to helping new teachers "translate their academic knowledge into meaningful instruction." Nor should school districts construe mentoring programs as substitutes for rigorous, university-based preservice teacher preparation programs. Without careful planning and sound design, mentoring programs, by their very nature, run the risk of reinforcing conservative, traditional practice at the exclusion of all that is new and innovative. Instead, a good mentoring program should combine the best new approaches to teaching with time-tested strategies known to work well for students.

GUIDELINES FOR EFFECTIVE PROGRAMS

There is, of course, no single program design that meets the needs of every district in every situation. Urban schools often encounter different challenges from rural schools. Likewise, districts with large numbers of new hires or those experiencing recruitment difficulties may wish to structure their mentor programs differently from districts where large-scale turnover is less of an issue. Regardless of the situation, however, "mentoring is no longer seen as an option," says Tom Ganser, noting broad consensus on the importance of mentoring. "It's seen as an essential part of staff development and a part of envisioning schools as professional learning communities."

Source: "Creating a Teacher Mentoring Program," The NEA Foundation for the Improvement of Education, Washington, D.C., © 1999.

MENTORING PROGRAM FOR PROVISIONAL TEACHERS POLICY

The Board of Education recognizes that all newly prepared teachers are required to serve their first year of employment under provisional certification and in a district mentoring program designed to train and guide new teachers and to identify those teachers who qualify for standard certification. The Board will approve a plan for the mentoring of new teaching staff members and submit the plan to the Department of Education.

PROFESSIONAL SUPPORT TEAM

The Board shall, in accordance with State Board of Education rules, provide provisional teachers with the training and supervision of a professional support team composed of a principal or designee, an experienced mentor teacher, a college faculty member or comparable staff member, a curriculum supervisor or comparable staff member, and such additional members as the superintendent may recommend and the Board approve.

Members of the professional support team shall be approved by the Board and recommended by a committee composed of representatives of the constituent staff organizations. Support team members shall be appropriately certified, experienced, and cooperative staff members recognized for their discretion and helpfulness. Support team members shall be appropriately trained for participation in the mentoring program.

Mentor teachers shall, whenever possible, be in the same instructional area and school building as the provisional teacher.

EVALUATION OF PROVISIONAL TEACHERS

Provisional teachers shall be formally evaluated at least three times, at 10-week intervals, during the first year of employment, by members of the support team other than the mentor teacher. The support team may conduct additional evaluations.

ROLE OF MENTOR TEACHERS

Mentor teachers shall not participate in any way in decisions that may have a bearing on the employment or certification of provisional teachers. They shall not assess or evaluate the performance of provisional teachers unless they are appropriately certified administrators. Interactions between provisional teachers and experienced mentor teachers are formative in nature and considered a matter of professional privilege. Mentor teachers shall not be compelled to offer testimony on the performance of provisional teachers.

COMPENSATION FOR SUPPORT TEAM MEMBERS

Members of the professional support team shall be compensated in accordance with the fee schedule approved by the State Board of Education. The provisional teacher shall be assessed the entire amount of the fee.

Courtesy of Board of Education, Dunellen, New Jersey.

KEY QUESTIONS TO CONSIDER WHEN DEVELOPING A MENTORING PROGRAM

- Do we have existing state or local mentoring policies, and are these effective?
- What policies and practices are barriers to mentoring, and how can these be overcome?
- What partners should be involved in the creation of the mentoring program and how?
  - –District administrators and school board members?
  - –Teacher association leaders?
  - –Parents?
  - –University faculty?
  - –Retired teachers?
  - –Others?
- Do we need a formal, written governing agreement for our mentoring program?
  - –Who should be the parties to this agreement?
- Who will be involved in providing ongoing direction for the mentoring program?
  - –District administrators and school board members?
  - –Teacher association leaders?
  - –Parents?
  - –University faculty?
  - –Retired teachers?
  - –Others?
- Which teachers will receive mentoring?
  - –First-time teachers right out of college?
  - –Teachers new to the state, new to the school district, or new to a school?
  - –Teachers experiencing a change in grade level, type of assignment, or cultural environment?
  - –Veteran teachers who are experiencing difficulties?
- Will participation in the mentoring program be mandatory or voluntary?
- How long will a protégé participate in a mentoring program?
- How frequently should mentoring activities occur?
- What is the best way to provide time for mentoring?
- Will our teacher-mentors be full-time, or will they have classroom duties, too?
- How long will mentors serve?
- What is our target mentor-protégé ratio?
- How will we ensure that the mentor-protégé relationship remains confidential?
- What operational changes need to be made in our schools to make mentoring possible?
  - –Do we need to change the nature of new teachers' initial assignments?
  - –Do mentors and protégés have ready access to email and telephones?
- How will our university partners prepare teachers to give and receive peer assistance?
- How will retired teachers become involved in the program?
  - –How will they be compensated for their participation?

Source: "Creating a Teacher Mentoring Program," The NEA Foundation for the Improvement of Education, Washington, D.C., © 1999.

BEST COPY AVAILABLE

SELECTING, TRAINING, AND SUPPORTING MENTORS

The qualities of effective mentors—as identified by participants in mentoring programs nationwide—may be organized into four general categories:

1. attitude and character
2. professional competence and experience
3. communication skills
4. interpersonal skills

Together with a willingness to serve and a vote of confidence by colleagues, these characteristics comprise guidelines for selecting mentors.

ATTITUDE AND CHARACTER

Is willing to be a role model for other teachers.
Exhibits strong commitment to the teaching profession.
Believes mentoring improves instructional practice.
Is willing to advocate on behalf of colleagues.
Is willing to receive training to improve mentoring skills.
Demonstrates a commitment to lifelong learning.
Is reflective and able to learn from mistakes.
Is eager to share information and ideas with colleagues.
Is resilient, flexible, persistent, and open-minded.
Exhibits good humor and resourcefulness.
Enjoys new challenges and solving problems.

COMMUNICATION SKILLS

Is able to articulate effective instructional strategies.
Listens attentively.
Asks questions that prompt reflection and understanding.
Offers critiques in positive and productive ways.
Uses e-mail effectively.
Is efficient with the use of time.
Conveys enthusiasm, passion for teaching.
Is discreet and maintains confidentiality.

PROFESSIONAL COMPETENCE AND EXPERIENCE

Is regarded by colleagues as an outstanding teacher.
Has excellent knowledge of pedagogy and subject matter.
Has confidence in his/her own instructional skills.
Demonstrates excellent classroom management skills.
Feels comfortable being observed by other teachers.
Maintains a network of professional contacts.
Understands the policies and procedures of the school, district, and teachers' association.
Is a meticulous observer of classroom practice.
Collaborates well with other teachers and administrators.
Is willing to learn new teaching strategies from protégés.

INTERPERSONAL SKILLS

Is able to maintain a trusting, professional relationship.
Knows how to express care for a protégé's emotional and professional needs.
Is attentive to sensitive political issues.
Works well with individuals from different cultures.
Is approachable; easily establishes rapport with others.
Is patient.

Source: "Creating a Teacher Mentoring Program," The NEA Foundation for the Improvement of Education, Washington, D.C., © 1999.

KEY QUESTIONS TO CONSIDER WHEN IMPLEMENTING A MENTORING PROGRAM

- What criteria will be used to select mentors?
  - Who will help to define these criteria?
- Who will be involved in choosing mentors?
  - Other teachers?
  - Principals?
  - Teacher association representatives?
  - District administrators?
  - Current mentors?
  - Protégés?
  - Others?
- What incentives will attract the best candidates to serve as mentors?
  - Modified/reduced teaching schedules?
  - Leadership opportunities?
  - Relicensure/recertification credit?
  - Other incentives?
- How will mentors be matched to protégés?
  - One-to-one matching?
  - A "mentoring mosaic"?
  - Who will coordinate the matching?
- How will mentors be trained?
  - When will the training take place?
  - Who will plan and provide the training?
  - Will mentors be required to participate in the training?
  - What will be the focus of the training?
  - How will higher education institutions assist with mentor training?
- What resources and expertise will be made available to mentors?
  - Ongoing counsel from higher education faculty and other mentors?
  - Office space?
  - Ready access to laptop computers and other equipment?
  - Other resources?
- How will the school, school district, and teacher association facilitate a mentor's return to the classroom full-time?

Source: "Creating a Teacher Mentoring Program," The NEA Foundation for the Improvement of Education, Washington, D.C., © 1999.

TIPS ON BUILDING A RELATIONSHIP WITH VETERAN TEACHERS

- Ask to visit colleagues' classrooms so you can learn about different approaches to teaching and find one you admire.
- Seek the help of a mentor who has skills and knowledge you would like to develop.
- If your assigned mentor is not helpful, seek out an informal mentor relationship that provides more support; look to your team teachers for help.
- Don't reinvent the wheel. Before you begin developing a curriculum unit, find out if any veteran teachers have materials or insights that would jumpstart your efforts.
- Be willing to admit you have a lot to learn from experienced teachers.

Source: Amy DePaul, *Survival Guide for New Teachers*. U.S. Department of Education, Office of Educational Research and Improvement, 2000.

SAMPLE MENTOR-INTERN PROGRAM*

What Is the Rochester City School District (RCSD) Mentor Program?

In the current year, the district will have three types of mentors: (1) Lead Teacher assigned as Mentor, (2) School-based Mentor, and (3) Special Area Mentor. The Lead Teacher assigned as Mentor is the traditional mentor model. These mentors will be released from their regular classroom responsibilities for 40 percent of their time at the secondary level and 50 percent of their time at the elementary level. Each mentor will have a caseload of four interns. In some instances, these mentors may have three interns and one intervention case. Interns will have access of up to six days of per-diem release time. The caseloads of activated Lead Teachers assigned as Mentors will be filled prior to activating the other types of mentors.

To extend the capacity of the mentor program, especially after the school year begins and in certifications areas with too few interns to activate a mentor with release time, the Career in Teaching (CIT) Panel established two additional mentor positions: the School-based Mentor and the Special Area Mentor. Unlike the traditional model, these mentors will not receive release time from their regular teaching assignment. Instead the mentor/intern teams will receive up to 10 days of per-diem release to provide for conferences, guided observations, professional development opportunities, etc. Both mentors will be expected to complete all necessary evaluation materials for interns.

Lead Teachers/School-based Mentors will provide assistance and support to one intern teacher in their own school. Interns may include inexperienced teachers as well as teachers new to urban teaching and teachers who have changed certification areas or levels. Interview committees established by school-based planning teams in cooperation with the CIT Panel will recommend these mentors. The CIT Panel is responsible for the actual selection and assignment of School-based Mentors. When a new hire is assigned to a school, the building administrator should contact the Mentor Program Coordinator if there are questions concerning mentor assignment.

Lead Teachers/Special Area Mentors will provide assistance and support to one intern/teacher in their certification area but not necessarily in the same building. In special areas, the inter/teacher may be itinerant or the only teacher in their tenure area located in the building, e.g., counselors, psychologists, library media specialists. Interns may include inexperienced teachers as well as teachers new to urban teaching and teachers who have changed certification areas or levels. These mentors will be recommended by special area interview committees established in cooperation with the CIT Panel who is responsible for the actual selection and assignment of Special Area Mentors.

What Is a Lead Teacher?

The CIT Program provides four career development stages: Intern, Resident, Professional, and Lead Teacher. Assignment of the first three career levels is based on teacher certification, tenure, and experience in teaching. All RCSD full-time teachers participate in the CIT Program. For example, newly hired teachers without New York State teaching experience will be *interns* for their first year in the district. After successful completion of their internship, they will be *residents* until they have received both permanent New York State certification and tenure in the district. Permanently certificated, tenured district teachers are Professional Teachers. Professional status is a prerequisite for applying for lead teacher positions.

Lead teachers are chosen through an open competitive process to assume additional responsibilities in the district. Lead Teacher assigned as Mentor was the first lead teacher position in the district. There are now many different lead teacher roles, all staffed by excellent practitioners.

Who Qualifies To Be an Intern in the Career in Teaching Program?

According to the negotiated Career in Teaching Plan (May 1988): "Newly employed teachers with less than one year full-time teaching experience in their certification area in New York State shall be considered Intern Teachers. Intern Teachers may be assigned a CIT Program Mentor for their first year with the District." Other, more experienced, newly employed teachers may also be considered for internships.

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*Source: Mentor Teacher-Intern Program, Rochester City School District, Rochester, New York.

The CIT Panel has adopted the following guidelines for determining the career level status of newly hired, full-time teachers.

1. All newly hired probationary or contract substitute teachers with less than one year full-time teaching experience in their certification area New York State will be identified as interns. This includes beginning teachers, experienced teachers from out-of-state, and teachers who change certification levels. A teacher can be designated an intern regardless of experience in the teaching profession or salary level.
2. All newly hired probationary or contract substitute teachers without full-time RCSD experience and with less than three years of experience in a New York State urban public school district or less than seven years of experience in a New York State nonurban public school district will be considered interns.
3. Newly hired probationary or contract substitute teachers with previous contract substitute experience in the district may be awarded CIT internships. These new hires will be considered for internships after a review of their RCSD and other teaching experiences. At a minimum, teachers with two years or less experience in teaching will be awarded an internship.
4. Other new hires will be considered for internships on an individual basis. Generally, teachers with three or more years of recent, full-time experience in the district or another urban district would be assigned the career level status of resident. Teachers with seven or more years of recent full-time, non-urban public school teaching experience would also be candidates for residency.

What Is the Intent of an Internship?

Establishing a corps of the highest-caliber teachers is a shared goal of the RCSD and Rochester Teachers Association (RTA). Incorporating internship as a career development level in the CIT Program reflects the district's and union's belief that teachers in their first year with the district should be given the best possible opportunities for professional development and success. Internships are designed to:

- Inspire individual and professional excellence.
- Induct newly hired teachers into the district, the profession, and the community.
- Communicate to interns the district's mission and values.
- Assist interns in developing and refining their pedagogical skills and in handling their other responsibilities.
- Help interns to develop the skills necessary to work effectively in an urban environment.
- Encourage interns to develop collegial relationships.

How Long Is an Internship?

Internships last for one full year. An internship may span longer school years for new teachers employed after the school year starts.

In special cases, the CIT Panel may extend the internship into a second full year. When this is done, the intern teacher may also agree to a one-year extension of his/her probationary period.

When Are Mentors Assigned?

Mentors are assigned and begin to provide assistance prior to the intern's first day of school. The CIT Panel will make every effort to make mentor-intern assignments as early in the school year as possible.

How Does the Mentor Know the Intern's Needs?

Interns and mentors together complete a Needs Assessment Form early in September, which provides background information in areas of intern needs that are easily identifiable. Throughout the year, the intern should take advantage of frequent observations, conferences, and informal discussions with the mentor to make him/her aware of what is needed.

What Support and Assistance Can the Intern Expect from the Mentor?

Mentor-intern interaction is controlled by the relationship that develops between individuals. In general, the mentor is to provide advice, help secure materials, ease the intern's transition into the district, share information about all aspects of professional development, and guide the intern's induction into the teaching ranks. The mentor's role is one of an enabler or facilitator, and should enrich the experience of an intern teacher.

What Are the Responsibilities of the Intern?

The intern's first and greatest responsibility is to his/her students, assuring that they receive the best possible effort of their teacher.

The intern reports to and is supervised and evaluated by his/her immediate supervisor. *It is not the intent of the mentor program to compromise or supplant the role and responsibilities of the supervisor.* Rather, the intent of the program is to supplement and complement the role of the supervisor through the provision of peer assistance.

The intern is expected to attend an orientation/inservice. The Lead Teachers for CIT Professional Development also arrange workshops and other professional development opportunities for interns. Additional district, department, and building-based inservices are offered throughout the year. Various entities offer a wide array of courses and opportunities for professional development. While the mentor may recommend the various workshops to the intern, it is the intern's responsibility to make any necessary arrangements to attend. The mentor will advise the intern who to contact and how to make any necessary travel or workshop arrangements.

The CIT Panel acknowledges the diverse backgrounds, experiences, needs, and preferences of learning styles inherent in the teaching staff. Interns, with assistance from their mentors and supervisors, develop personalized plans for professional development. Interns begin documenting their professional growth.

An intern shares the responsibility for scheduling time with his/her mentor and for scheduling time for other professional development. Interns also complete program assessment and evaluation materials as required, including Status Reports on Mentors. In addition, interns are responsible for understanding and addressing the professional expectations for teachers.

What Are the Professional Expectations for Interns?

Fundamental to the CIT Plan and other reform initiatives is the concept of extended expectations for all professional staff. In 1988, a group of teachers and administrators developed the Profession Expectations for Teachers. These extended expectations began with four belief statements about what teaching and learning should be and about what teaching and learning must become if schools are to change to respond to student needs. The expectations for teachers also incorporated the following five areas of professional development, interaction, and involvement:

1. The continuum of professional development and collegial interaction
2. Professional involvement beyond the classroom
3. Home involvement
4. Community relationships
5. Promoting and enhancing the status of the profession

These areas of professional emphasis for district teachers serve as points of departure for discussions about what schools, teaching, and learning should be as we move forward. At the outset, professional staff needs to acknowledge and support a concept of collegiality that is new to our schools. Colleagues in instruction include all who contribute to the teaching and learning composite: fellow classroom teachers, pupil personnel support, administrators, paraprofessionals, and other educators.

The performance of interns in the Mentor Teaching-Intern Program is assessed based on how well the intern meets the professional expectations for interns.

How Is the Performance of an Intern Evaluated?

The supervisor evaluates the intern according to the district's policy for observation and evaluation of new teachers as described in the policy manual Process for the Supervision and Evaluation of District Personnel. The manual outlines administrative procedures for observation and evaluation of teacher performance and describes areas of competence as related to the Evaluation Form for Teachers.

All new teachers, *including contract substitutes,* are evaluated by their supervisors. The supervisor sends the observation and evaluation forms to the Department of Human Resources. Duplicates of the forms are given to the CIT Panel.

In the first year in the CIT Program, the mentor's assessment of the intern's performance, like the supervisor's evaluation, is very important. As part of the negotiated agreement between the RTA and the RCSD, mentors advise, support, counsel, provide resources, and serve as gatekeepers to the teaching profession. The minimum number of required Intern Status Reports filed by mentors with the CIT Panel that indicate an intern's progress in meeting the expectations of the internship is two (November, February). However, additional Status Reports may be requested at any time by the mentor, intern, or CIT Panel. In April, the mentor presents the Intern Final Report to the CIT Panel, including a recommendation about the intern's suitability to continue in the district. All mentor-filed reports are submitted directly to the CIT Panel and remain part of the intern's confidential CIT file.

For interns who are experiencing difficulty in fulfilling one or more of the professional expectations, mentors are required to issue an Early Warning Report. This additional report is appropriate at any time after four weeks of internship and should be followed up by a Status Report and oral reports to the Mentor Program Coordinator. The Early Warning Report serves as a written statement of serious difficulties in intern professional performance. Continuance of less than satisfactory performance will result in a recommendation an intern not be employed by the district in the future.

In addition, a Midyear Unsatisfactory Report can be filed by January 12, should such serious difficulties continue to be recognized by that time.

What Happens at the End of an Internship?

Internship is a gatekeeping mechanism for the profession and for the district. Mentors have the dual responsibility for:

1. Assisting interns to develop their skills to the greatest extent possible.
2. Judging whether an intern should continue to be employed by the district.

Toward the end of the internship, the CIT Panel is responsible for making recommendations regarding an intern's future with the district.

The Panel considers both the mentor's assessment and the supervisor's evaluation when making the CIT recommendation for continuation or termination of an intern's employment to the superintendent of Schools and the RTA president. A copy of the Recommendation for Continued Employment is given to the intern and becomes part of the intern's Personnel file.

What Does the Successful Completion of an Internship Mean?

The successful completion of an internship in the district is viewed as an achievement. Successful completion means that the intern has fulfilled the Professional Expectations for interns and is proficient in most, if not all, of the categories on the Intern Status Report. Proficient is defined as meeting or exceeding the professional expectations for interns. Progress toward successful completion of an internship is formally documented in the Intern Status Reports and the Intern Final Report, completed by the mentor, and in the Formal Teacher Observation Forms and final Evaluation Form for Teachers, completed by the supervisor. If the CIT Panel recommends that an intern continue employment with the district, and if the recommendation is approved by the Superintendent and the RTA President, then the teacher has successfully completed the internship career level.

Probationary teachers who successfully complete their internship advance to the career development status of resident for the next school year. While the district will make every effort to continue the employment of successful interns who are contract substitutes, the successful completion of an internship is not an offer for continued employment. Employment is dependent on RCSD staffing needs.

Are There Any Other Evaluation Requirements?

Yes! In keeping with the concept of peer review, interns are required to complete the Status Report on Mentors. They are asked to complete these reports in November and February. These reports must be sent to the Mentor Program Coordinator by the requested dates.

In addition, all interns are required to participate in the CIT Program evaluation. This includes completing a survey of their program experiences at the end of the year.

Needs Assessment Form

Intern's Name: ____________________ School: ____________________

Mentor's Name: ____________________ Date: ____________________

Interns: As part of the needs assessment process, you are being asked to identify areas of concern on this form. You and your mentor will use this information to develop a personal plan of action.

YES NO

☐ ☐ a. Planning: ____________________
☐ ☐ b. Incorporating multicultural/multilingual perspective: ____________________
☐ ☐ c. Assessment and evaluation: ____________________
☐ ☐ d. Making assignments: ____________________
☐ ☐ e. Paperwork and organizational skills: ____________________
☐ ☐ f. Recognizing and providing for individual differences: ____________________
☐ ☐ g. Accessing student records: ____________________
☐ ☐ h. Developing and writing IEPs (Special Education and appropriate teachers): ____________________

PLAN: ____________________

CLASSROOM MANAGEMENT

YES NO

☐ ☐ a. Classroom facilitation and control: ____________________
☐ ☐ b. Interaction with pupils: ____________________
☐ ☐ c. Classroom routine: ____________________
☐ ☐ d. Classroom organization: ____________________
☐ ☐ e. Use of strategies and personnel to assist students with special needs: ____________________
☐ ☐ f. Handling difficult assignments: ____________________
☐ ☐ g. Handling difficult problems: ____________________
☐ ☐ h. Understanding the diverse needs of urban youth: ____________________

PLAN: ____________________

PRESENTATION OF SUBJECT MATTER

YES NO

☐ ☐ a. Curriculum: ____________________
☐ ☐ b. Employing interdisciplinary approaches: ____________________
☐ ☐ c. Teaching techniques and materials: ____________________
☐ ☐ d. Questioning techniques: ____________________
☐ ☐ e. Motivational techniques: ____________________

PLAN: ____________________

continues

Needs Assessment Form continued

COMMUNICATION SKILLS

YES NO
☐ ☐ a. Oral and written communication skills: ______
☐ ☐ b. Speech, articulation, and voice quality: ______
☐ ☐ c. Communication with parents: ______

PLAN: ______

PROFESSIONAL EXPECTATIONS

YES NO
☐ ☐ a. Understanding District Mission Statement: ______
☐ ☐ b. Workshops, inservices, or graduate courses: ______
☐ ☐ c. Using districtwide resources: ______
☐ ☐ d. Learning about the community and community resources: ______
☐ ☐ e. Working with colleagues to improve teaching skills: ______
☐ ☐ f. Home involvement: ______
☐ ☐ g. Understanding district operations: ______

PLAN: ______

MISCELLANEOUS

YES NO
☐ ☐ a. Building orientation: ______
☐ ☐ b. Understanding building procedures: ______
☐ ☐ c. Understanding contractual rights: ______
☐ ☐ d. Understanding the role of Student Support Services: ______
☐ ☐ e. Interpreting district policies: ______
☐ ☐ f. Understanding district evaluation process: ______
☐ ☐ g. Understanding annual testing requirements: ______
☐ ☐ h. Understanding the mentor's role: ______
☐ ☐ i. Understanding responsibilities as an intern: ______
☐ ☐ j. Understanding the Career in Teaching Program: ______

PLAN: ______

Source: Mentor Teacher-Intern Program, Rochester City School District, Rochester, New York.

Status Report on Mentors

Interns: Please comment on the ways in which your mentor worked with you in the areas listed below. Feel free to add other appropriate comments about your work with the mentor.

Mentor's Name: ______________________ Date: ______________

Intern's Name: ______________________ School: ______________

1. In what specific ways has your mentor advanced your knowledge of teaching and learning (e.g., connecting the student's world and content, celebrating the learning process, using knowledge of human development, creating a positive learning environment)?

2. In what specific ways has your mentor helped you advance your skills in the area of classroom management?

3. In what specific ways has your mentor encouraged your professional development, collegial interaction, and involvement beyond the classroom (e.g., school/district activities, workshops, etc.)?

4. In what ways has your mentor assisted your participation in home involvement?

5. In what specific ways has your mentor assisted your participation in community relationships?

6. In what ways has your mentor helped you enhance your sense of teacher professionalism (e.g., responsibilities to the profession, membership in professional organizations, etc.)?

Intern's Signature: ______________________ Date: ______________

Mentor's Signature: ______________________ Date: ______________

Mentor may attach a response or comment. Please return under seal to Mentor Program Coordinator, CIT Office.

Source: Mentor Teacher-Intern Program, Rochester City School District, Rochester, New York.

Intern Status Report

November ☐ February ☐ Other ☐

Intern's Name: ______________________ School: ______________________

Certification: ______________________ Grade/Subject/Level: ______________________

Mentor's Name: ______________________ Telephone Number: ______________________

Observation Dates: ______________________

Conference Dates: ______________________

PROFICIENT:	Performance meets or exceeds professional expectations for interns.
SHOWS GROWTH:	Performance continues to improve in areas indicated.
NEEDS ADDITIONAL WORK:	Performance needs improvement in areas indicated.

1. Teaching and Learning:
   Connects the student's world and content.
   Celebrates the learning process.
   Uses knowledge of human development.
   Creates a positive learning environment.

☐ Proficient
☐ Shows Growth
☐ Needs Additional Work

2. Classroom Management:

☐ Proficient
☐ Shows Growth
☐ Needs Additional Work

3. Professional Development and Collegial Interaction:

☐ Proficient
☐ Shows Growth
☐ Needs Additional Work

continues

Intern Status Report continued

4. Professional Involvement:

☐ Proficient
☐ Shows Growth
☐ Needs Additional Work

5. Home Involvement:

☐ Proficient
☐ Shows Growth
☐ Needs Additional Work

6. Community Relationships:

☐ Proficient
☐ Shows Growth
☐ Needs Additional Work

7. Promoting and Enhancing the Status of the Profession:

☐ Proficient
☐ Shows Growth
☐ Needs Additional Work

Mentor Signature: ______________________ Date: ______________________

Intern's Signature: ______________________ Date: ______________________

Intern may attach a response or comments.
Please return form, under seal, to Mentor Program Coordinator, CIT Office.

Source: Mentor Teacher-Intern Program, Rochester City School District, Rochester, New York.

Intern Final Report

Intern's Name: ______________________ Certification: ______________

Mentor's Name: ______________________ School: ______________

1. Describe the progress this intern made during the school year. Include references to growth and/or problems in meeting the professional expectations for interns and any other areas germane to the intern's future in the teaching profession.

continues

Intern Final Report continued

2. Describe the procedures you employed to assist this intern. Include specific references to time and frequency of observations and conferences. Note other assistance and interaction as reflected in your records.

Mentor's Signature: ______________________ Date: ______________________

Intern's Signature: ______________________ Date: ______________________

Reviewed by CIT Panel: ______________________ Date: ______________________
(Signature)

Intern may attach a response or comment; please initial if comment is attached.

This form should be presented in person to the CIT Panel during the normal late April Final Review Process unless otherwise directed.

Source: Mentor Teacher-Intern Program, Rochester City School District, Rochester, New York.

Early Warning Report

NOTE: *Complete this report if an intern is assessed to be in serious difficulty in fulfilling one or more of the professional expectations for teachers. This report may be completed at any time after the first status report.*

Intern: ______________________ School: ______________

Mentor: ______________________ Date: ______________

Description of area(s) of difficulty:

Summary of actions taken:

Future outlook and additional support suggested:

Mentor's Signature: ______________________ Date: ______________

Intern's Signature: ______________________ Date: ______________

Send report under seal to Mentor Program Coordinator, CIT Office.

Source: Mentor Teacher-Intern Program, Rochester City School District, Rochester, New York.

Midyear Unsatisfactory Report

NOTE: *Complete this report if an intern is having serious difficulty in fulfilling one or more of the professional expectations for teachers. This report is to be submitted to the Mentor Program Coordinator by* ____________________.

Intern: ____ School: ____________________

Mentor: ____ Date: ____________________

Date of Early Warning Report: ____

Name of Intern's immediate Supervisor: ____

Date(s) of contact(s) with Administrator: ______________________________________

Describe the comments of the Intern's immediate Supervisor regarding the Intern's peformance. ______

____

____

____

____

Please describe the continuing area(s) of serious difficulty and summary of actions taken by the mentor.

____

____

____

____

Prognosis/additional CIT Panel supports requested: ______________________________

____

____

____

____

Intern Comment: (may be submitted with this report or sent under seal to the Mentor Program Coordinator, CIT Office).

____ ____________________

Intern's Signature* Date

(*Signature indicates that this report has been seen only, not approved.)

____ ____________________

Mentor's Signature Date

Send report under seal to Mentor Program Coordinator.

Source: Mentor Teacher-Intern Program, Rochester City School District, Rochester, New York.

Recommendation for Continued Employment

To the Superintendent of Schools and RTA President:

Intern's Name: ______________________ School: ______________

Certification: ____

Mentor's Name: ______________________________________

Appointment Type: Probationary ☐ Contract Substitute ☐

Based on formal documentation of the intern's performance, the CIT Panel makes the following recommendations:

For Probationary Teachers:

- ☐ This intern is recommended for continued employment.
- ☐ This intern is **not** recommended for continued employment.

For Contract Substitutes:

- ☐ This intern is highly recommended for future employment.
- ☐ This intern is recommended for future employment.
- ☐ This intern is **not** recommended for future employment.

Comments:

For the CIT Panel: ______________________ Date: ______________

(Signature)

Source: Mentor Teacher-Intern Program, Rochester City School District, Rochester, New York.

New Teacher Planning Schedule—Elementary

Use this planning schedule as a general guide. Refer to your assigned school's calendar of events to add or delete activities.

BEFORE SCHOOL

- Tour school and community.
- Set up physical organization of classroom.
- Set up classroom environment, including bulletin boards and centers.
- Obtain classroom materials: paper, pencils, rubber bands, paper clips, Kleenex, file folders, crayons, stapler and staples, scissors (some for left-handed students), glue, construction paper, rulers, art supplies as needed. ALL MATERIALS SHOULD BE AGE APPROPRIATE.
- Obtain plan book and grade book.
- Location and checkout procedures for physical education equipment.
- Location and checkout procedures for textbooks.
- Location and checkout procedures for school library.
- Procedures for attendance reporting and lunch count.
- Obtain procedures for recess/lunch playground activities.
- Obtain a copy of emergency procedures.
- Procedure for obtaining audiovisual equipment.
- Prepare introductory letter to parents with class expectations.
- PLAN FIRST DAY ACTIVITIES AND FIRST WEEK LESSON PLANS.

FIRST SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Become familiar with grade level curriculum expectations.
- Start saving samples of student work in portfolios.
- Plan back-to-school parent meeting.
- Plan for use of educational aide or parent volunteers if available.
- Review cumulative records.
- Become familiar with attendance register.
- Become acquainted with other staff members, especially your grade level.

continues

SECOND SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Plan for parent conferences.
- Review grading procedures and completion of report cards.
- Practice emergency drills.
- Prepare for picture day.

THIRD SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Become familiar with Student Study Team referral system.
- Update student portfolios.
- Change bulletin boards to reflect current student work.

FOURTH SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Discuss appropriate holiday activities with other staff members, especially own grade level.

FIFTH SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Prepare for second report card.
- Prepare for second parent report conferences.
- Update student portfolios.
- Change bulletin boards to reflect current student work.
- Evaluate personal professional development needs and seek assistance.
- Schedule grade level tests in plan book.

SIXTH SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Prepare for Student Oral Observation Matrix/English as a Second Language

SEVENTH SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Prepare for standardized tests. Become acquainted with grade level test requirements and schedule time in plan book.
- Check retention procedures with school principal and schedule conferences.
- Refer students to school psychologist for Gifted Program as needed.
- Change bulletin boards to reflect current student work.

continues

New Teacher Planning Schedule—Elementary continued

EIGHTH SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Meet with grade level to discuss next year's student classroom assignment.
- Change bulletin boards to reflect current student work.

NINTH SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Meet with grade level to discuss next year's student classroom assignment.
- Change bulletin boards to reflect current student work.

TENTH SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Prepare fourth student report card.
- Prepare to complete cumulative records. Check with your mentor-teacher or school administrator for appropriate language.
- Involve students in cleaning out desks and storing materials during last week of school.
- Request closing of school bulletin from school administrator.
- TAKE TIME TO EVALUATE YOUR FIRST YEAR.

Courtesy of Daniel G. Basalone, Professional Development Collaborative, Los Angeles Unified School District, Los Angeles, California.

New Teacher Planning Schedule—Secondary

Use this planning schedule as a general guide. Refer to your assigned school's calendar of events to add or delete activities.

BEFORE SCHOOL

- Tour school and community.
- Set up physical organization of classroom.
- Set up classroom environment, including bulletin boards, displays, and classroom library.
- Obtain classroom materials: paper, pencils, rubber bands, paper clips, Kleenex, file folders, stapler and staples, markers, overhead projector and any other materials needed for your specific classes.
- Obtain plan book and grade book.
- Location and checkout procedures for textbooks.
- Location and checkout procedures for school library.
- Procedures for attendance reporting.
- Prepare introductory letter to parents with class expectations.
- Become familiar with services of Counseling Office, Career Center, Dean's Office, Attendance Office, Nurse's Office, and Work Experience.
- PLAN FIRST DAY ACTIVITIES AND FIRST WEEK LESSON PLANS.

FIRST SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Become familiar with subject curriculum expectations.
- Start saving samples of student work in portfolios.
- Plan back-to-school parent meeting.
- Plan for use of educational aide or parent volunteers, if available.
- Become familiar with attendance register.
- Become acquainted with other staff members, especially your subject department.

SECOND SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Review grading procedures and completion of report cards.
- Prepare first grade report.
- Practice emergency drills.

continues

New Teacher Planning Schedule—Secondary continued

THIRD SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Become familiar with Guidance Committee and/or school psychologist for special needs referrals.
- Update student portfolios.
- Change bulletin boards to reflect current student work.
- Prepare second grade report.

FOURTH SCHOOL MONTH

- Check retention procedures with Counseling Office.
- Plan unit activities for a three- to four-week period in plan book.
- Prepare 15-week failure notices.
- Schedule grade level tests in plan book.

FIFTH SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Prepare final grade report.
- Update student portfolios.
- Evaluate personal professional development needs and seek assistance.
- TAKE TIME TO EVALUATE YOUR FIRST SEMESTER AND PLAN FOR THE BEGINNING OF THE SECOND SEMESTER.

SIXTH SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.

SEVENTH SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Prepare for standardized tests. Become acquainted with grade level test requirements and schedule time in plan book.
- Refer students to school psychologist for Gifted Program or other special programs as needed.
- Change bulletin boards to reflect current student work.
- Prepare first grade report.

EIGHTH SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Prepare 15-week failure notices.

continues

NINTH SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Prepare 15-week failure notices.

TENTH SCHOOL MONTH

- Plan unit activities for a three- to four-week period in plan book.
- Prepare final student report card.
- Request closing of school bulletin from school administrator.
- TAKE TIME TO EVALUATE YOUR FIRST YEAR.

Courtesy of Daniel G. Basalone, Professional Development Collaborative, Los Angeles, California.

STRATEGIES FOR CLASSROOM MANAGEMENT

Successful classroom management involves not only responding effectively when problems occur but preventing the frequent occurrence of problems. The most effective decisions in classroom management are based on a clear concept of the goals and intended outcomes that a teacher wishes to accomplish.

ORGANIZATION

Rules and procedures should be developed in conjunction with teaching strategies that help students meet their personal and academic needs.

- Arrange seating in U-shape, rows, or a circle, so that you can see and easily move close to students.
- Post a daily schedule and discuss any changes each morning.
- Engage students until you have given clear instructions for the upcoming activity.
- Encourage students to take responsibility for their learning by determining not to do tasks that can be done by students.
- Establish routines for collecting homework, distributing papers, etc.
- Move around the room and attend to individual needs.
- Provide simple step-by-step directions.
- Remind students of key procedures associated with the upcoming lesson.
- Use group competition to stimulate more orderly transitions.
- Develop transition activities. Implement structured activities that help students make transitions between active periods and quieter learning activities.

COMMUNICATION

Effective communication is the foundation for good classroom management. Communication skills can be divided into two categories: sending and receiving.

Sending Skills (skills used when speaking to someone)

- Deal in the present. Information is more useful when it is shared at the earliest appropriate opportunity.
- Talk directly to students rather than about them. When teachers do this, students are shown respect and receive accurate information about adults' feelings.
- Speak courteously. This creates positive role models for students.
- Take responsibility for statements by using the personal pronoun *I*.

  Example: "When I'm interrupted, I get distracted and have difficulty helping other students."
- Make statements rather than asking questions. When dealing with students' behaviors, questions often create defensiveness.

Receiving Skills (techniques for becoming a more effective listener)

- Use empathic, nonevaluative listening. This makes the speaker feel that he or she has been clearly heard and that the feelings expressed are acceptable.
- Use paraphrasing, active listening, or reflecting in order to make the speaker feel heard. This allows the listener to become involved in the dialogue.
- Make eye contact and be aware of nonverbal messages.
- Suggest strong leadership by using body carriage, facial expressions, and gestures.

MONITORING

Often, misbehavior occurs because students find acting out more interesting than a boring lesson or more rewarding than another failure experience. Students may also misbehave when they are not involved in the learning activity, do not understand the task, or cannot obtain assistance when it is needed. Following are useful techniques for responding to minor classroom disruptions:

- Scan the class frequently in order to notice and respond to potential problems.
- React calmly and quickly to a student's disruptive behavior in order to create a positive ripple effect.
- Make positive initial contact with students by praising the positive behavior that competes with the negative behavior.
- Remind students of the classroom rule or procedure that they are not demonstrating.
- Make students clearly aware of the rules and procedures and the consequence for violations.
- Give students clear cues indicating that continuation of a behavior will evoke the specified consequences.
- Employ consistent consequences for misbehaviors.
- Inform students that they are choosing the consequence of their behavior.
- Use consequences which are educational in nature.

continues

Strategies for Classroom Management continued

- When one or two students are being very disruptive, focus other students in the class on their task. Then find a time to talk quietly with the disruptive students.

DELIVERY OF INSTRUCTION

Leading educators over the past several years have emphasized that quality of instruction is a key factor influencing students' behavior and achievement. Response to student misbehavior is most effective when it maintains or enhances the student's dignity and self-esteem and encourages the student to be responsible for his or her own behavior.

- Involve students in evaluating their own work as well as your instruction.
- Hand out an outline, definitions, or study guide to help students organize their thoughts and focus their attention.
- Ask the question and give ample wait time before calling on the student.
- Vary style as well as the content of instruction in order to address diverse student learning styles.
- Provide work of appropriate difficulty to complement varying ability levels.
- Relate materials to students' lives whenever possible.
- Be animated, create anticipation, and use activities to catch student interest or increase student motivation to participate.
- Engage student learning through cooperative group work, competitive teams, group discussions, debates, and role playing.

Courtesy of Office of School Improvement, Florida Department of Education, Tallahassee, Florida.

Behavior Management Checklist

Uninformed/untrained teachers often discipline with an iron handed approach in which they control, demean, or berate students into compliance. However, negative disciplinary consequences are continually being removed from our bag of tricks by school boards, legal decisions, and children's rights advocates. More importantly, research shows that while a punitive, coersive approach toward behavior management may gain superficial compliance, students feel alienated from those teachers (and school in general), lose motivation to achieve, and resist changing the undesirable behavior.

Skilled behavior managers have learned to entice rather than coerce their students into behaving appropriately. Research indicates that behavior is more likely to change for the better when kids are guided and directed to show an appropriate behavior and then positively recognized (e.g., praise, thanks, rewards) for having done so. This approach also promotes a more cooperative and productive atmosphere in the classroom and builds a positive emotional bond between teachers and students. The days when a stern teacher who kept students under the thumb was respected are gone. The educator who yells or demeans needs to learn more about effective positive techniques that make kids feel good about schools, teachers, and themselves.

DIRECTIONS

Consider each of the recommendations below and rate yourself as being "**S**" (skilled in that area) or "**N**" (needing improvement). Use those items with an "**N**" rating to set goals for professional growth. While there are always exceptions to these guidelines, one should be able to justify variations with an argument other than "You gotta be tough with these kids. It's all they understand." Educators should take the roles of leader and mentor, not prison guard. Teaching is much more fun and rewarding for all parties when teachers lead rather than drag youth into learning and prosocial behavior.

The Plan

___ I have a comprehensive behavior management plan that includes:
  - positively stated rules that tell students what they ought to be doing
  - rules that are in addition to, not redundant of school rules
  - a listing of consequences proceeding from mild penalties to removal from the room
  - ways to recognize and thank students for having displayed appropriate behavior

___ I have submitted my behavior management plan to my administrator and scheduled a meeting to review the plan. If the plan is approved, I will ask for his/her support when a student has reached the last step of my consequence list (removal from the classroom to the school office).

The Implementation of the Plan

___ My plan applies equally to all students. I do not allow myself to be intimidated by certain students. I do not let crying or pleas for leniency keep me from administering consequences (unless I have made a mistake in judgment).

___ I see the humor in situations and chuckle at some of the things my students do. I don't penalize "nutty" behavior that will go away in a second.

___ I use humor or distraction to redirect mild misbehavior.

continues

Behavior Management Checklist continued

___ I avoid empty comments (e.g., "Your book bag is in the aisle," "You're talking.") unless I am purposefully trying to give hints on how to behave.

___ When students are misbehaving, I give them clear, firm directions to do something (e.g., "Open your book to page 67," "Please go to your seat now.") or I ask, "What should you be doing right now?" (If they don't know, I give hints or politely tell them.)

___ If my direction is not followed, I administer the first consequence from my list. I continue through the list until I gain compliance. I encourage that compliance all along the way rather than using the next consequence to threaten students.

___ I *consistently* enforce rules by moving through the hierarchy of consequences.

___ I am in control of my emotions when disciplining.

___ I *never* (ever) yell at students (except situations in which someone is in danger).

___ I use respectful terminology when disciplining my students.

___ I use a calm, firm, respectful tone of voice when administering consequences.

___ I *never* nag or lecture students who have misbehaved (because they stop listening after the fourth word).

___ I *never* plead with students to behave. They obey my direction or receive a penalty from the list of consequences. Compliance to my direction is met by a polite "Thank you".

___ If I decide that it is best to purposefully ignore a student's behavior, I am praising other students for showing appropriate behavior.

___ I constantly watch for opportunities to positively react to students who are behaving.

___ I am a good role model for the courteous and respectful behavior I desire from my students.

Prevention Instead of Reaction

___ I pleasantly greet my students at the classroom door to keep rowdy behavior from entering my room. Students must first calm themselves before entering.

___ A "Do now" activity is written on the board for students to see as they enter the room. They know that they are to begin that short, simple assignment immediately (before the bell sounds). This activity focuses students and prepares them for the upcoming lesson.

___ Although I'm flexible in my approach to kids, my classroom is a structured place.

___ I have standardized routines for dismissal, assignment submission, pencil sharpening, bathroom use, asking questions, lining up, etc.

continues

Behavior Management Checklist continued

___ I maintain a warm, helpful, and positive learning environment.

Managing Behavior by the Way I Teach

___ I am organized and prepared for each lesson.

___ My lessons are well paced. I start promptly, keep things moving, and allow a few minutes before the bell for a quick review and/or cleanup.

___ I vary my methods. I know that teaching involves more than giving out photocopies.

___ I make my lessons interesting in order to motivate the students (e.g., multimedia use, hands-on activities, humor, movement, relating material to student interests, etc.).

___ I relate the lesson material to the students' lives so that they see the relevance of learning it.

Outside the Classroom

___ Knowing that students behave better for teachers they like, I get to know my pupils on a somewhat personal basis and speak with them outside of class. I realize that kids don't listen to the message unless they like the messenger.

___ I seek new teaching ideas and positive ways to manage behavior. I don't just go to the teacher's lounge to complain. I brainstorm with colleagues on better ways to handle concerns.

___ I have set goals for myself in the area of respectful and effective behavior management. I will learn and use more positive ways to promote appropriate student behavior.

Source: Tom McIntyre, Special Education, Hunter College, New York, New York, www.BehaviorAdvisor.com

Going the Extra Step for Parental Involvement

Jennifer Rego-Brown (Portland, Maine) made it a priority to bring parents into the educational process. She sent home midquarter progress reports, checklists, and a written evaluation. Her comments noted areas where a student was doing well and showing improvement, and where the child needed to work harder. Her reports also discussed academic standards and behavioral expectations.

"If I could pass along only one important piece of information to first-year teachers, it would be to keep the communication lines open between you and your students' families," Rego-Brown writes. "Keep your door open to visitors, volunteers, and parents who just want to drop in and say hi. Send home weekly letters to let families know what is going on in the classroom for that week. Often times, children do not tell their families everything that goes on. Call or send home letters as soon as a problem or concern arises with a student. Create family-oriented projects for homework and classroom activities for families. Part of a healthy and successful education comes from the home. If you involve families and the community, you will have more resources for your classroom. You will find that an extra set of hands in the classroom or supplies that are sent in from home will help you as much as the children. Families will feel as if they are a part of the classroom and their child's education. Learning will also happen at home, not just in school."

LOOK TO PARENTS TO . . .

- Show support for learning at home.
- Communicate positive feedback about a teacher's influence or performance.
- Welcome new teachers.
- Volunteer to help in the classroom.
- Support fair discipline measures that teachers impose.
- Refrain from assuming the worst about first-year teachers.
- See that children do their homework.
- Offer the workplace for a field trip when appropriate.
- Talk to a teacher directly about a problem.
- Become active partners in education.

TIPS FOR WORKING WITH PARENTS

- Contact parents early and before a problem occurs, particularly when there's good news to report.
- Consider writing a weekly newsletter or report on classroom learning and activities.

continues

Going the Extra Step for Parental Involvement continued

- Invite parents to come into the classroom and assign them tasks, if they are willing.
- Involve them in reading groups and remedial assistance when possible, being aware that all parents may not read or write English.
- Let parents know how they can reinforce classroom learning at home; consider asking them to sign a contract requiring them to make children complete homework and other home learning activities.
- Visit families in their homes, if possible, to see firsthand how well learning is supported there.
- Address parents' concerns head on. If you are taking a pedagogical approach that raises questions, work to show parents the benefits of your methods and explain your reasoning to them.
- Hold a parent meeting the first month of the school year in which you talk about your expectations for student achievement and behavior, leave time for questions—and if you don't know an answer, promise to call soon with one (and do it).

Source: Amy DePaul, *Survival Guide for New Teachers*, U.S. Department of Education, Office of Educational Research and Improvement, 2000.

EFFECTIVE PARENT CONFERENCES

Parent communication is a significant part of your job. It is difficult or impossible to teach a child whose parents are not working with you as part of the team, and conferences provide crucial opportunities to update and strategize. Parent conference week is an exhausting time, but the following tips can help you immeasurably:

- **Don't take parents by surprise.** Throughout the year, you should be sending out regular updates about class activities as well as individual progress reports. If a student is floundering, give some warning before report cards. The conference should not be the first time the parents get a clue that their child is struggling. (By the way, it's also a nice idea to send out certificates of praise when a child does something special or commendable.)
- **Be incredibly well organized.** This cannot be emphasized enough. Have all the grades, student portfolios, and other documentation right there. Don't be looking for stuff at the last minute. And speaking of documentation: keep specific dates of and notes about incidents or concerns involving your students. It's very hard to reconstruct later, and it greatly enhances your credibility when you have these things in writing.
- **Use the student's own input as well.** Prior to the conference, have each child complete a self-evaluation form. It is interesting to see how kids think they are doing, where they feel they need help, and what they are most proud of. This helps give bones to the conference.
- **Remember that parents are not objective about their offspring.** It's a plain fact. You have to be diplomatic and tactful. Offer no criticism without a constructive suggestion or proposed strategy. Make sure that you point out positives, not just problems. It really backfires if you are too harsh, no matter how difficult a child may be.
- **You don't have to have all the answers.** It's okay to ask parents if they have any suggestions or insights. You really need to enlist their support, or you're fighting a lonely and losing battle.
- **When you run out of things to say (and you will), ask them if they have any questions.** And if they do, don't be afraid of a long pause before you answer. Reflect. Think about it. Your thoughtful demeanor will mean much more than a hasty superficial response.

Ongoing dialogue relieves the pressure of parent conference time. Invite folks to call with questions; make sure your door is open; be accessible and supportive at all times.

Source: Cynthia Carbone Ward, "Have Effective Parent Conferences," © www.teachersnetwork.org

Parent Conference Checklist

***Directions:** Use this form to keep notes about parent conferences for your student files. Keep notes during the conference and complete this form at the end of the day.*

Name of student: ______________________________

Name of parent/guardian: ______________________________

Date: ______________________________

Highlights to share about the student's work habits, grades, and school record:
(include samples of work to demonstrate strong skills as well as areas for improvement)

1.

2.

3.

Areas to work on:

1.

2.

3.

Parent feedback/comments:

continues

Parent Conference Checklist continued

Plan of action to help student:

- Summary of student's current problems:

- What's the preferred behavior/skill for this student?

- Who will help the student improve?

- When will this plan of action be addressed/evaluated? Who will be involved?

Progress report:

Date	Student's Effort(s)	Comments

Source: Holly Kleinsasser, *New Teacher Orientation: A Practical Guide for Principals,* Aspen Publishers, Inc., © 1996.

Parent-Teacher Conference Summary

Student's Name: ____

Parent's Name: __________________________ Date: ___________________

______ Parents were present for scheduled conference.

______ Parents rescheduled conference. Date __________ Time __________

______ Parents were not able to keep conference or reschedule.

______ Spring Conference Summary was mailed to parent/guardian.

Student's Strengths:

Recommendations of Teacher:

Parents Expressed Opinion:

Further Action To Be Taken:

Completed by ____________________

Source: Darla Struck, *Involving Parents in Education: A Handbook for Elementary Schools*, Aspen Publishers, Inc., © 1995.

Strategies To Use with Difficult Parents

Although it's by no means exhaustive, below is a list of difficult situations you're likely to face with parents—along with ways to resolve the problem. Add to the list as new situations arise, so you'll kow how to deal with the problem if it happens again.

1. **Argumentative parents**
   - Don't confront parents about their child's behavior or performance in front of others.
   - Don't tell parents how to work with their child. Instead, offer options.
   - Don't allow your emotions to overheat. Take time to think before you speak.
   - Try to discover and explore why these parents are upset and argumentative with you.

2. **Demanding parents who take up large amounts of your time**
   - Answer their questions promptly and courteously.
   - Provide opportunities for them to volunteer at the school.
   - Set up a regular method of communication that you control.
   - Direct specific questions to another school employee who could better answer them.

3. **Parents who do their child's homework**
   - Discuss the importance of having the child do the work to learn the lesson.
   - Explain that this behavior will not be acceptable and that the child's grades will fall.
   - Provide guidelines for completing homework.
   - Offer ways the parent can help the student with homework while allowing the student to do the actual work.

4. **Parents who ignore homework assignments**
   - Inform parents of your school's homework policy and what steps will be taken if homework is not finished.
   - Explain the importance of having the child do the work.
   - Discuss the negative impact on the student's grades if homeword isn't turned in on time.

5. **Lack of discipline at home**
   - Accept that every home has different sets of rules.
   - Tell parents the importance of consistency for the child's sake.
   - Try to work together in handling discipline problems.
   - Be consistent with discipline rules in the classroom.
   - Set up a regular time you can discuss classroom behavior with parents.

continues

6. **Parents who really don't care about their child's education**
   - Communicate as much as possible by telephone, newsletters, personal notes, and home visits.
   - Invite the parents into the school.
   - Show parents samples of the child's work.
   - Focus on the positives about their child.

7. **Parents who had a bad school experience themselves**
   - Try to put them at ease with your school facilities.
   - Include them in as many positive school activities as possible.
   - Develop a personal relationship.
   - Always focus on the importance of a good education for their child.

8. **Two-career parents who see the school as a babysitter**
   - Phone them at work to set up a meeting.
   - Accommodate their schedules when trying to meet with them.
   - Explain what steps they can take to help the child.
   - Offer suggestions for activities they can do at home with their child.

9. **Absent or divorced parents**
   - Keep an up-to-date file on both parents and where the child is living.
   - Find out if one parent or both receives mailed information from the school.
   - If both parents want to be involved, respect their choice.
   - Don't try to force a joint meeting if parents don't want one.

10. **Apathetic parents**
    - Invite them to exciting school activities.
    - Show them samples of their child's best school work and emphasize the child's positive aspects.
    - Ask them to help with specific activities that are related to their personal hobbies or interests.

Source: Darla Struck, *Involving Parents in Education: A Handbook for Elementary Schools*, Aspen Publishers, Inc., © 1995.

Parent Contact Log

Principal: *Give this log to new teachers. Ask them to keep track of each call, note, newsletter home, or other parent contact. Review the parent contact monthly.*

Teacher: *Keep track of all contacts with parents on this log. Review it with the principal on the first of each month.*

Date	Student/Parent Name	Reason for Contact

Source: Holly Kleinsasser, *New Teacher Orientation: A Practical Manual for Principals*, Aspen Publishers, Inc., © 1996.

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Chapter 3

Evaluation

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STANDARDS, POLICIES, AND PROCEDURES

PRINCIPLES OF EFFECTIVE TEACHING AND EXAMPLES OF DESCRIPTORS

CURRENCY IN THE CURRICULUM

The teacher is up-to-date regarding curriculum content.

1. Demonstrates a working knowledge of the core curriculum of the teacher's assignment.
2. Frames curriculum around essential questions in the discipline that provide opportunities for reasoning, logic, analysis, and synthesis when planning units, lessons, and assessments.
3. Keeps current in the field and applies knowledge to the instructional program.
4. Contributes to the ongoing evaluation of the curriculum.

EFFECTIVE PLANNING AND ASSESSMENT OF CURRICULUM AND INSTRUCTION

A. The teacher plans instruction effectively.

1. Has a personal vision of committed, confident learners and uses that vision to guide learning goals, expectations, and standards for student work.
2. Sets short-term and yearlong goals for curricular units that derive from unifying themes of fundamental importance to students' present or future lives.
3. Identifies individual and group needs and plans appropriate strategies, including those that involve the use of up-to-date technologies, to meet those needs.
4. Uses materials and resources, including technologies, that are appropriately matched to curricular goals and to students' needs and learning styles.
5. Frames curriculum around students' own prior knowledge and experience and identifies prerequisite skills, concepts, and vocabulary that are important for students to know in order to be successful at a task.
6. Seeks out and collaborates with school-based specialists, resource personnel, including technology specialists, and administrators to better design curricula or instructional modifications to meet the special learning needs of students, to support all students to learn, and to apply a challenging core curriculum.
7. Plans engaging ways to introduce each unit of study.
8. Plans frequent instructional opportunities where students are interacting with ideas, materials, teachers, and one another.
9. Designs curriculum experiences in which students take increasing responsibility for their own learning.
10. Integrates the teaching of reading, listening, writing, speaking, viewing, and the use of appropriate learning tools (e.g., calculators, computers) within the discipline.

B. The teacher plans assessment of student learning effectively.

1. Determines specific and challenging standards for student learning.
2. Develops and uses authentic assessments that describe a student's learning process as well as his/her learning achievements.
3. Incorporates time for individual and interactive reflection, including response journals, debriefings, and group discussions.

C. The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, and assessments when appropriate.

1. Regularly uses a variety of formal and informal authentic assessments of students' achievement and progress for instructional revisions and decision making.
2. Implements evaluation procedures that appropriately assess the objectives taught.
3. Communicates student progress to parents, students, and staff members in a timely fashion using a range of information including portfolios, anecdotal records, and other artifacts.
4. Prepares and maintains accurate and efficient record-keeping systems of the quality and quantity of student work.
5. Uses individual and group data appropriately; maintains confidentiality concerning individual student data and achievement.

continues

Principles of Effective Teaching continued

EFFECTIVE MANAGEMENT OF CLASSROOM ENVIRONMENT

A. The teacher creates an environment that is positive for student learning and involvement.

1. Implements instructional opportunities where students are interacting with ideas, materials, teachers, and one another.
2. Implements curriculum experiences in which students take increasing responsibility for their own learning.
3. Demonstrates an openness to student challenges about information and ideas.
4. Uses classroom time and classroom space to promote optimal learning.
5. Understands principles and patterns of child growth and development and uses this knowledge in working with students.
6. Establishes classroom procedures that maintain a high level of students' time on task and that ensure smooth transitions from one activity to another.

B. The teacher maintains appropriate standards of behavior, mutual respect, and safety.

1. Maintains systematic approach to discipline by establishing and administering a consistent and fair set of rules supporting appropriate expectations.
2. Manages routines effectively.
3. Maintains appropriate professional boundaries with students.
4. Serves as a positive role model for students.

EFFECTIVE INSTRUCTION

A. The teacher makes learning goals clear to students.

1. Makes connections between concepts taught and students' prior knowledge and experiences.
2. Regularly checks for students' understanding of content and concepts and progress on skills.
3. Identifies confusions and misconceptions as indicated by student responses and regular assessment strategies. Remediates, reteaches, or extends teaching to meet individual and/or group need.
4. Communicates clearly in writing and speaking, using precise language.
5. Understands and shows students the relevance of the subject to lifelong learning.

B. The teacher uses appropriate instructional techniques.

1. Uses a variety of teaching strategies, including cooperative, peer, and project-based learning; audiovisual presentations, lecture, discussions and inquiry, practice and application; and the teaching of others.
2. Provides options for students to demonstrate competency and mastery of new material, including written work, plays, art work, oratory, visual presentations, exhibitions, and portfolios.
3. Uses a variety of appropriate materials in order to reinforce and extend skills, accommodate learning styles, and match instructional objectives.
4. Causes students to become cognitively active in summarizing important learnings and integrating them with prior knowledge.
5. Demonstrates working knowledge of current research on optimum means for learning a particular discipline.

C. The teacher uses appropriate questioning techniques.

1. Uses a variety of questioning techniques, including those that encourage and guide critical and independent thinking and the development of ideas.
2. Presents information recognizing multiple points of view; encourages students to assess the accuracy of information presented.

D. The teacher evaluates, tries innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.

1. Regularly tries innovative approaches to improve instructional practices.

continues

Principles of Effective Teaching continued

2. Assesses instructional strategies in authentic ways by comparing intended and actual learning outcomes.

PROMOTION OF HIGH STANDARDS AND EXPECTATIONS FOR STUDENT ACHIEVEMENT

A. The teacher communicates learning goals and high standards and expectations to students.

1. Regularly communicates objectives or learning outcomes to students.
2. Regularly provides feedback to students on their progress on goals and objectives.
3. Communicates standards, expectations, and guidelines regarding quality and quantity of students' work, work procedures, and interpersonal behavior to students and peers.
4. Responds to students' answers and work so as to keep students open, thinking, and willing to take risks and to persevere with challenging tasks.
5. Models the skills, attitudes, values, and processes central to the subject being taught.

B. The teacher promotes confidence and perseverance in the student to stimulate increased personal student responsibility for achieving the goals of the curriculum.

1. Uses prompt feedback and student goal setting in order to increase student motivation and ownership of learning.
2. Develops and supports students' awareness of themselves as learners and their ability to overcome self-doubts associated with learning and taking risks.
3. Nurtures students' eagerness to do challenging work and provides incentive, interest, and support for students to take responsibility to complete such tasks successfully.
4. Acts on the belief that all students can learn and that virtually all can master a challenging core curriculum with appropriate modifications of instruction.
5. Encourages and supports students to believe that effort is a key to high achievement and acknowledges and values student work, study, and inquiry.
6. Regularly identifies students needing extra help and secures student cooperation and participation in extra help sessions.
7. Identifies students who are not meeting expectations and develops a plan that designates the teacher's and the student's responsibilities regarding learning.
8. Demonstrates attitudes of fairness, courtesy, and respect that encourage students' active participation and commitment to learning.
9. Builds positive relationships with students and parents to enhance students' abilities to learn effectively.
10. Recognizes and responds appropriately when an individual student is having social and/or emotional difficulties that interfere with learning and/or participation in class.

PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

A. The teacher strives to ensure equitable opportunities for student learning.

1. Provides opportunities to include all students in the full range of academic programs and activities and extracurricular activities.
2. Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations, and Board of Education policies and guidelines.

B. The teacher demonstrates appreciation for and sensitivity to the diversity among individuals.

1. Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.
2. Develops and implements educational and organizational strategies that are effective in meeting the needs of a diverse student body.
3. Functions effectively in a multilingual, multicultural, and economically diverse society.

continues

Principles of Effective Teaching continued

FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

A. The teacher is constructive and cooperative in interactions with parents and receptive to their contributions.

1. Keeps parents informed of student's progress and works with them, in culturally appropriate ways, to aid in the total development of the student.
2. Maintains professional boundaries with parents.

B. The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building, and school district.

1. Maintains professional boundaries with colleagues.
2. Works constructively with others to identify school problems and suggest possible solutions.
3. Works collaboratively with other staff in planning and implementing interdisciplinary curriculum, instruction, and other school programs and shares expertise and new ideas with colleagues.
4. Participates in student or school activities.
5. Cooperates with other teachers about students' overall workload.

C. The teacher is a reflective and continuous learner.

1. Reflects about and acts on what students need to know and be able to do and about what the teacher can do to foster learning.
2. Uses available resources to analyze, expand and refine professional knowledge and skills; resources can include professional organizations, academic course work, school-based staff, administrative and community resources, and colleagues.
3. Participates in activities that demonstrate a commitment to the teaching profession.
4. Seeks out information in order to grow and improve as a professional.
5. Is receptive to suggestions for growth and improvement.

Courtesy of the Massachusetts Department of Education, Malden, Massachusetts.

DRAFT MODEL STANDARDS FOR BEGINNING TEACHER LICENSING AND DEVELOPMENT

Principle #1: *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

Knowledge

The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

The teacher can relate his/her disciplinary knowledge to other subject areas.

Dispositions

The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. He/she seeks to keep abreast of new ideas and understandings in the field.

The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

The teacher has enthusiasm for the discipline(s) he/she teaches and sees connections to everyday life.

continues

Draft Model Standards continued

The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Performances

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

The teacher can represent and use differing viewpoints, theories, ways of knowing, and methods of inquiry in his/her teaching of subject matter concepts.

The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Principle #2: *The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.*

Knowledge

The teacher understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning.

The teacher understands that students' physical, social, emotional, moral, and cognitive development influence learning and knows how to address these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Dispositions

The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

The teacher is disposed to use students' strengths as a basis for growth and their errors as an opportunity for learning.

Performances

The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Principle #3: *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

Knowledge

The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

The teacher knows about areas of exception in learning—including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning as well as language, culture, family and community values.

The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

continues

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Draft Model Standards continued

Dispositions

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of individually configured excellence.

The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

The teacher is sensitive to community and cultural norms.

The teacher makes students feel valued for their potential as people and helps them learn to value each other.

Performances

The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.

The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

The teacher seeks to understand students' families, cultures, and communities and uses this information as a basis for connecting instruction to students' experiences (e.g., drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

The teacher creates a learning community in which individual differences are respected.

> Principle #4: *The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.*

Knowledge

The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.

The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g., computers, audiovisual technologies, videotapes and disks, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

Dispositions

The teacher values the development of students' critical thinking, independent problem-solving, and performance capabilities.

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Performances

The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g., developmental stages, prior knowledge, learning styles, and interests).

The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem-solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.

The teacher constantly monitors and adjusts strategies in response to learner feedback.

The teacher varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

> Principle #5: *The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages*

continues

Draft Model Standards continued

positive social interaction, active engagement in learning, and self-motivation.

Knowledge

The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

The teacher understands how social groups function and influence people and how people influence groups.

The teacher knows how to help people work productively and cooperatively with each other in complex social settings.

The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.

Dispositions

The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.

The teacher understands how participation supports commitment and is committed to the expression and use of democratic values in the classroom.

The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

The teacher recognizes the value of intrinsic motivation to students' lifelong growth and learning.

The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Performances

The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

The teacher helps the group develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Principle #6: *The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

Knowledge

The teacher understands communication theory, language development, and the role of language in learning.

The teacher understands how cultural and gender differences can affect communication in the classroom.

The teacher recognizes the importance of nonverbal as well as verbal communication.

The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

Dispositions

The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

The teacher is a thoughtful and responsive listener.

The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

continues

Draft Model Standards continued

Performances

The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

The teacher supports and expands learner expression in speaking, writing, and other media.

The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes—for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students question.

The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

The teacher knows how to use a variety of media communication tools, including audiovisual aids and computers, to enrich learning opportunities.

> Principle #7: *The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.*

Knowledge

The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

The teacher knows when and how to adjust plans based on student responses and other contingencies.

Dispositions

The teacher values both long-term and short-term planning.

The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

The teacher values planning as a collegial activity.

Performances

As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction (e.g., that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem solving, and build new skills on those previously acquired).

The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.

The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

The teacher creates short-term and long-term plans that are linked to student needs and performance and adapts the plans to ensure and capitalize on student progress and motivation.

The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

> Principle #8: *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.*

Knowledge

The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

The teacher understands measurement theory and assessment-related issues such as validity, reliability, bias, and scoring concerns.

continues

Draft Model Standards continued

Dispositions

The teacher values ongoing assessment as essential to the instructional process and recognizes that many assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Performances

The teacher appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her/his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questions, and analysis of student work.

The teacher monitors his/her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

> Principle #9: *The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.*

Knowledge

The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, professional development activities).

Dispositions

The teacher values critical thinking and self-directed learning as habits of mind.

The teacher is committed to reflection, assessment, and learning as an ongoing process.

The teacher is willing to give and receive help.

The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performances

The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.

The teacher draws on professional colleagues within the school and other professional arenas as supports for reflection, problem solving, and new ideas, actively sharing experiences and seeking and giving feedback.

> Principle #10: *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.*

Knowledge

The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which he/she works.

The teacher understands how factors in the students' environment outside of school (e.g., family circumstances, community environments, health and economic conditions) may influence students' life and learning.

continues

Draft Model Standards continued

The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Dispositions

The teacher values and appreciates the importance of all aspects of a child's experience.

The teacher is concerned about all aspect of a child's well-being (cognitive, emotional, social, and physical) and is alert to signs of difficulties.

The teacher is willing to consult with other adults regarding the education and well-being of his/her students.

The teacher respects the privacy of students and confidentiality of information.

The teacher is willing to work with other professionals to improve the overall learning environment for students.

Performances

The teacher participates in collegial activities designed to make the entire school a productive learning environment.

The teacher makes links with the learners' other environments on behalf of students by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

The teacher can identify and use community resources to foster student learning.

The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations and seeks to develop cooperative partnerships in support of student learning and well-being.

The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

The teacher acts as an advocate for students.

Source: Interstate New Teacher Assessment and Support Consortium, Council of Chief State School Officers, Washington, D.C., © 1992.

CODE OF ETHICS AND STANDARD PRACTICES

The educator should strive to create an atmosphere that will nurture to fulfillment the potential of each student.

The educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. In conscientiously conducting his or her affairs, the educator shall exemplify the highest standards of professional commitment.

PRINCIPLE I: PROFESSIONAL ETHICAL CONDUCT

The educator shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.

1. The educator shall not intentionally misrepresent official policies of the school district or educational institution and shall clearly distinguish those views from personal attitudes and opinions.
2. The educator shall honestly account for all funds committed to his or her charge and shall conduct his or her financial business with integrity.
3. The educator shall not use institutional or professional privileges for personal or partisan advantage.
4. The educator shall accept no gratuities, gifts, or favors that impair professional judgment.
5. The educator shall not offer any favor, service, or thing of value to obtain special advantage.
6. The educator shall not falsify records or direct or coerce others to do so.

continues

Code of Ethics continued

PRINCIPLE II: PROFESSIONAL PRACTICES AND PERFORMANCE

The educator, after qualifying in a manner established by law or regulation, shall assume responsibilities for professional administrative or teaching practices and professional performance and demonstrate competence.

1. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications and shall adhere to the terms of a contract or appointment.
2. The educator shall not deliberately or recklessly impair his or her physical or mental health, or ignore social prudence, thereby affecting his or her ability necessary to perform the duties of his or her professional assignment.
3. The educator shall organize instruction that seeks to accomplish objectives related to learning.
4. The educator shall continue professional growth.
5. The educator shall comply with written local school board policies, state regulations, and applicable state and federal laws.

PRINCIPLE III: ETHICAL CONDUCT TOWARD PROFESSIONAL COLLEAGUES

The educator, in exemplifying ethical relations with colleagues, shall accord just and equitable treatment to all members of the profession.

1. The educator shall not reveal confidential information concerning colleagues unless disclosure serves professional purposes or is required by law.
2. The educator shall not willfully make false statements about a colleague or the school system.
3. The educator shall adhere to written local school board policies and state and federal laws regarding dismissal, evaluation, and employment practices.
4. The educator shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
5. The educator shall not discriminate against, coerce, or harass a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.
6. The educator shall not intentionally deny or impede a colleague in the exercise or enjoyment of any professional right or privilege.
7. The educator shall not use coercive means or promise special treatment in order to influence professional decisions or colleagues.
8. The educator shall have the academic freedom to teach as a professional privilege, and no educator shall interfere with such privilege except as required by state and/or federal laws.

PRINCIPLE IV: ETHICAL CONDUCT TOWARD STUDENTS

The educator, in accepting a position of public trust, should measure success by the progress of each student toward realization of his or her potential as an effective citizen.

1. The educator shall deal considerately and justly with each student and shall seek to resolve problems, including discipline, according to law and school board policy.
2. The educator shall not intentionally expose the student to disparagement.
3. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
4. The educator shall make reasonable effort to protect the student from conditions detrimental to learning, physical health, mental health, and safety.
5. The educator shall not deliberately distort facts.
6. The educator shall not unfairly exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.
7. The educator shall not unreasonably restrain the student from independent action in the pursuit of learning or deny the student access to varying points of view.

PRINCIPLE V: ETHICAL CONDUCT TOWARD PARENTS AND COMMUNITY

The educator, in fulfilling citizenship responsibilities in the community, should cooperate with parents and others to improve the public schools of the community.

1. The educator shall make reasonable effort to communicate to parents information that lawfully should be revealed in the interest of the student.
2. The educator shall endeavor to understand community cultures and relate the home environment of students to the school.
3. The educator shall manifest a positive role in school public relations.

Courtesy of North East Independent School District, San Antonio, Texas.

PRE- AND POST-OBSERVATION

Pre-Observation Conference Form

Dear ______________________________:

I will be coming to observe a lesson in ________________, on ________________ at ______ o'clock.

I would like to meet for a postconference on ______________ at ______ o'clock.

The evaluation system calls for us to meet for a preconference. If you do not feel the need for a preconference, that is also acceptable. The postconference is not negotiable.

Please fill in the form and return it to my office.

☐ I would like to meet for a preconference on ______________________,

_____________ at ___________.

☐ I do not want to meet for a preconference.

☐ The time for my postconference is fine.

☐ The time for my postconference is inconvenient.

____
Teacher's Name

Courtesy of Tashua School, Trumbull, Connecticut.

Teacher Plan for Lesson/Activity

Name:	**School:**	
Grade Level:	**Subject:**	**Date:**
Lesson Title/ Topic:		
Expected Student Learning Outcomes:	What will students know and be able to do as a result of this lesson?	
Standards Addressed:	Which Content and Performance Standards will be addressed in your lesson?	
Materials Required:	What materials will you use in this lesson?	
Outline of Lesson Activities:	What will the teacher and students be doing during lesson opening, activities, transitions, and closure?	

continues

Teacher Plan for Lesson/Activity continued

Monitoring/ Assessment:	How will you monitor student learning during the lesson? How will you assess student work?
Modifications/ Adaptations to Address Individual Student Learning Needs	How will you modify and adapt lesson content and/or instruction to address student learning needs?
Follow-up Activities/ Homework/ Extensions, and/or Family Involvement	How will you follow up this lesson with homework or other extension activities?

Note: This form is part of the pilot Standards, Teaching, Accountability, Reflection, and Support System for teacher accountability and growth. It is subject to revision.

Courtesy of San Francisco Unified School District and the United Educators of San Francisco, San Francisco, California.

GUIDELINES FOR DATA COLLECTION DURING CLASSROOM OBSERVATION

1. When you enter the room, record date, time, number, and location of people present. Write brief description of setting and activity in progress.
2. Record the time for each change in instruction methodology, topics, concepts, interruption of instruction (time-on-task log).
3. Pick out three boys and three girls. Indicate their activity at five-minute intervals.
4. Chart the type of teacher-student interaction/ frequency/numbers/boy-girl.
5. Describe the phrasing of questions, statements, reactions of teacher and pupils.
6. Describe reactions and actions of students.

Source: Jerry D. Will, Associate Professor and Chair, Emporia State University, Emporia, Kansas.

Reflections on Lesson/Activity

Name:	**School:**

Grade Level:	**Subject:**	**Date:**

Lesson Title/ Topic:	
Expected Student Learning Outcomes:	To what extent did students demonstrate the expected learning outcomes?
Standards Addressed:	How did you address the Content and Performance Standards specified in your plan? How did students understand the connection between the lesson and the specified Standards?
Materials Required:	To what extent were the materials appropriate and sufficient? Were any adjustments necessary?
Lesson Activities:	If you had the opportunity to teach the lesson again, what would you do differently? Explain in relation to your review of the lesson delivery and student results.

continues

Reflections on Lesson/Activity continued

Monitoring/ Assessment:	What did you observe as you monitored or assessed student learning/work during this lesson?
Modifications/ Adaptations to Address Individual Student Learning Needs	To what extent were the modifications and adaptations appropriate? Would you do anything differently?
Follow-up Activities/ Homework/ Extensions, and/or Family Involvement	What will be the next steps or follow up with homework or other extension activities?

Note: This form is part of the pilot Standards, Teaching, Accountability, Reflection, and Support System for teacher accountability and growth. It is subject to revision.

Courtesy of San Francisco Unified School District and the United Educators of San Francisco, San Francisco, California.

Observation Report: Levels I and II

Staff Member: ____________________

Assignment: ____________________

School Year: ______________ Grade: ______

School: ____________________

Evaluator: ____________________

Date: ____________________

A = Acceptable U = Unacceptable NI = Needs Improvement CNR = Can Not Rate

	A	U	NI	CNR	Comments
1. Promotes a positive learning environment.					
2. Maintains appropriate standards of behavior.					
3. Engages the students in meeting the objectives of the lesson.					
4. Effectively manages routines and transitions.					
5. Presents appropriate content.					
6. Creates a structure for learning.					

continues

Observation Report: Levels I and II continued

7. Develops the lesson to promote achievement of the lesson objective.					
8. Uses appropriate questioning techniques.					
9. Communicates clearly, using precise language and acceptable oral expression.					
10. Monitors students' understanding of the lesson and adjusts teaching when appropriate.					
Overall Impression					

Teacher comments:

Signature of Staff Member Date of Conference Signature of Evaluator

Signature of Staff Member if used as a self-evaluation Date

Signature of Staff Member
signifying that he/she has seen this evaluation
but does not necessarily agree with it

Courtesy of Montville Public Schools, Montville, Connecticut.

SURVEYS

STUDENT RATINGS OFFER USEFUL INPUT TO TEACHER EVALUATIONS

Student ratings add a valuable component to the range of input for the evaluation of teachers. Although many question the validity of such ratings, under certain conditions, results can and should be useful.

Student ratings of instruction are widely used as a basis for personnel decisions and faculty development recommendations in postsecondary education today. This section addresses concerns about their validity and presents a case for the use of student ratings in teacher evaluation. In this discussion, student ratings refer to those in which students are asked to complete a form or write a short free-form evaluation anonymously, either during or immediately after a class period, the final exam, or a session after grades are issued.

CONCERNS

Often, student rating forms ask many questions about matters that students do not appear to be in any position to judge reliably. In addition, the fact that the overall rating of teaching merit by students is only statistically related to learning gains is a concern if one believes that statistical indicators should not be used to make personnel decisions. Another concern is that the validation studies that are used to justify student ratings use questionable indicators instead of the true criterion. For example, some of them correlate the student ratings with peer ratings of teacher merit instead of with superior learning gains.

ARGUMENTS FOR USING STUDENT RATINGS

There are several strong arguments for using student ratings to evaluate teachers. (See "Nine Potential Sources of Validity for Student Ratings of Instruction.") Students are in a unique position to rate their own increased knowledge and comprehension as well as changed motivation toward the subject taught. As students, they are also in a good position to judge such matters as whether tests covered all the material of the course.

In addition, students can observe and rate facts (e.g., an instructor's punctuality, the legibility of writing on the board) that are relevant to competent teaching. They can also identify and rate whether the teacher is enthusiastic. Does he or she ask many questions? Encourage questions from students?

EVALUATION FORMS

However, the possible lines of argument for the validity of student ratings become invalid if the rating form used is not appropriate for the specific data collection required. Because rating forms vary widely, generalizations about student ratings as a good indicator of learning gains or teacher merit are misleading because they assume there is a common property to all such ratings. Most forms, when used in the most common ways, are invalid as a basis for personnel action. For example, many forms used to make personnel decisions ask questions that may influence the respondent by mentioning extraneous and potentially prejudicial material (e.g., questions about the teacher's personality or the appeal of the subject matter).

Another problem with the use of rating forms for summative evaluation is that many of them ask the wrong global or overall questions. This is important because it is typically these questions on which most personnel decisions are based. Common examples of this kind of mistake include forms that ask for:

- Comparisons with other teachers
- Whether the respondent would recommend the course to a friend with similar interests
- Whether "it's one of the best courses" one has had

Several pragmatic considerations (logistical, political, economic, psychological) that impact form design, are required for validity. These include:

- *Form length*—If forms are too long, students may not fill them in or may skip responses.
- *Type of question*—Forms should include the questions students want answered about the courses they are considering taking, thus avoiding resentment and a lack of willingness to complete the forms. Forms should *not* include questions that students suspect will be used to discriminate against them or that are biased towards favorable (or unfavorable) comments.

The validity of student rating forms is also dependent on the context of how and when they are administered. For student rating results to be valid, they must be obtained from properly administered tests, stringently controlled data collection, and thorough analysis of test results. Frequent errors include:

- The use of instructors to collect forms rating their own instructional merit
- Lack of controls over pleas for sympathy or indulgence by the teacher before forms are distributed
- Inadequate time to complete forms
- Failing to ensure an acceptable return rate

continues

Student Ratings continued

To ensure the validity of results, errors in data processing, report design, and interpretation must also be avoided. Common errors include:

- The use of averages alone, without regard to the distribution
- Failure to set up appropriate comparison groups so that the usual tendency for ratings to be higher in graduate professional schools can be taken into account
- Treating small differences as significant just because they are statistically significant
- Using factor analysis without logical/theoretical validation
- Ignoring ceiling/floor effects
- Using the ratings as the sole basis for either formative or summative evaluation

Although student ratings are an important source of data for the evaluation of teaching merit, they should not be the only source. Similarly, student ratings form an essential part of the data for the evaluation of courses, workshops, degree programs, etc., but they cannot carry the entire burden. It is essential to look at the data relating to other dimensions of merit such as needs, demand, opportunities for symbiosis, content, and costs, and estimate their relative importance.

Student ratings must be considered carefully in the context in which they are given. The educational administrator interested in the improvement of instruction—whether by improving courses themselves or the performance or the composition of the faculty—and instructors and students with the same interest will benefit from the use of a sound system of student ratings.

NINE POTENTIAL SOURCES OF VALIDITY FOR STUDENT RATINGS OF INSTRUCTION

1. The positive and statistically significant correlation of student ratings with learning gains.
2. The unique position and qualifications of the students in rating their own increased knowledge and comprehension.
3. The unique position of the students in rating changed motivation (a) toward the subject taught; perhaps also (b) toward a career associated with that subject; and perhaps also (c) with respect to a changed general attitude toward further learning in the subject area, or more generally.
4. The unique position of the students in rating observable matters of fact relevant to competent teaching, such as the punctuality of the instructor and the legibility of writing on the board.
5. The unique position of the students in identifying the regular presence of teaching style indicators. Is the teacher enthusiastic; does he or she ask many questions, encourage questions from students, and so on?
6. Relatedly, students are in a good position to judge—although it is not quite a matter of simple observation—such matters as whether tests covered all the material of the course.
7. Students as consumers are likely to be able to report quite reliably to their peers on such matters of interest to them as the cost of the texts, the extent to which attendance is taken and weighted, and whether a great deal of homework is required—considerations that have little or no known bearing on the quality of instruction.
8. Student ratings represent participation in a process often represented as democratic decision making.
9. The best available alternative line of argument. This digest was condensed from "Using Student Ratings in Teacher Evaluation," by Dr. Michael Scriven, Project Director, Teacher Evaluation Models Project, Center for Research on Educational Accountability and Teacher Evaluation (CREATE).

FURTHER READING

Abrami, P.C. (1989). How Should We Use Student Ratings to Evaluate Teaching? *Research in Higher Education* 30 (2), 221–227.

Abrami, P.C., d'Apollonia, S., & Cohen, P.A. (1990). Validity of Student Ratings of Instruction: What We Know and What We Do Not Know. *Journal of Educational Psychology* 82 (2), 219–231.

L'Hommedieu, R., Menges, R.J., & Brinko, K.T. (1990). Methodological Explanations for the Modest Effects of Feedback from Student Ratings. *Journal of Educational Psychology* 82 (2), 232–241.

Scriven, M. (1994). Using Student Ratings in Teacher Evaluation, *Evaluation Perspectives* (Newsletter of The Center for Research on Educational Accountability and Teacher Evaluation) 4(1), 1–4.

Source: Michael Scriven, "Student Ratings Offer Useful Input to Teacher Evaluations," Educational Resources Information Center/Assessment and Evaluation (ERIC/AE) Digest, ERIC Clearinghouse on Assessment and Evaluation, Washington, D.C.

BEST COPY AVAILABLE

Elementary School Student Survey

Please print school name: ________________________________

Dear Student:

We value your opinion. Your responses to this very important survey will help us improve the quality of programs and services at your school. Thank you for your help.

Instructions: Please use a #2 pencil to fill in the box for your response to the following questions. If you are not able to make a decision, mark the **Don't Know** box.

ABOUT YOUR SCHOOL	**Yes**	**No**	**Don't Know**
1. Does your teacher tell you how you are doing with your schoolwork?	☐	☐	☐
2. Does your teacher treat your class fairly?	☐	☐	☐
3. Does your teacher help you when you need it?	☐	☐	☐
4. Are the people in the office nice to you?	☐	☐	☐
5. Is your school clean?	☐	☐	☐
6. Do you feel safe at school?	☐	☐	☐
7. Do you believe you can be successful at school?	☐	☐	☐
8. Did your teacher tell you what you need to learn this year?	☐	☐	☐
9. Do you see the principal in your classroom?	☐	☐	☐
10. Is daily attendance important at your school?	☐	☐	☐
11. Do most of the students at your school get along with each other?	☐	☐	☐
12. Do you get recognized for good work?	☐	☐	☐
13. Do you get help at home with your schoolwork?	☐	☐	☐
14. Do you use the school library at least once a week?	☐	☐	☐
15. Do you use computers at school at least once a week?	☐	☐	☐

Source: Copyright © 2001, Sacramento City Unified School District, Sacramento, California

Middle School Student Survey

Please print school name: ________________________________

Dear Student:

We value your opinion. Your responses to this very important survey will help us improve the quality of programs and services at your school. Thank you for your help.

Instructions: Please use a #2 pencil to fill in the box for your response to the following questions. If you are not able to make a decision, mark the **Don't Know** box.

ABOUT YOUR SCHOOL	Yes	No	Don't Know
1. Do you know how your grades are determined?	☐	☐	☐
2. Do the teachers treat their classes fairly?	☐	☐	☐
3. Do you get help when you request it from your teachers?	☐	☐	☐
4. Are school staff in the front office nice to you?	☐	☐	☐
5. Is your school clean?	☐	☐	☐
6. Do you feel safe at school?	☐	☐	☐
7. Do you feel successful at school?	☐	☐	☐
8. Did your teachers tell you what you need to learn this year?	☐	☐	☐
9. Do you feel that the principal and vice principal are approachable when you have a concern or problem?	☐	☐	☐
10. Is daily attendance important at your school?	☐	☐	☐
11. Are most students well-behaved at your school?	☐	☐	☐
12. Do you find schoolwork interesting?	☐	☐	☐
13. Is there someone who can help you with your homework?	☐	☐	☐
14. Do you use a library at least once a week?	☐	☐	☐
15. Do you use computers at school or home at least once a week?	☐	☐	☐

Source: Copyright © 2001, Sacramento City Unified School District, Sacramento, California.

High School Student Survey

Please print school name: ______________________________

Dear Student:

We value your opinion. Your responses to this very important survey will help us improve the quality of programs and services at your school. Thank you for your help.

Instructions: Please use a #2 pencil to fill in the box for your response to the following questions. If you are not able to make a decision, mark the **Don't Know** box.

ABOUT YOUR SCHOOL	Yes	No	Don't Know
1. Do you know how your grades are determined?	☐	☐	☐
2. Do the teachers treat their classes fairly?	☐	☐	☐
3. Do you get help when you request it from your teachers?	☐	☐	☐
4. Are school staff in the front office nice to you?	☐	☐	☐
5. Is your school clean?	☐	☐	☐
6. Do you feel safe at school?	☐	☐	☐
7. Do you feel successful at school?	☐	☐	☐
8. Did your teachers tell you what you need to learn this year?	☐	☐	☐
9. Do you feel that the principal and vice principal are approachable when you have a concern or problem?	☐	☐	☐
10. Is daily attendance important at your school?	☐	☐	☐
11. Are most students well-behaved at your school?	☐	☐	☐
12. Do you find schoolwork interesting?	☐	☐	☐
13. Is there someone who can help you with your homework?	☐	☐	☐
14. Do you use a library at least once a week?	☐	☐	☐
15. Do you use computers at school or home at least once a week?	☐	☐	☐
16. Are you aware of your school's effort to redesign your high school?	☐	☐	☐
17. Does the educational process in your high school need to be changed?	☐	☐	☐
18. Have you completed a youth survey?	☐	☐	☐

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Elementary School Parent Survey

Please print school name: ______________________________

Dear Parents:

The end of the school year marks the third year of implementation of our district's new Accountability Plan. A part of this plan is the Parent Survey. We value your opinion, and your responses to this very important survey will help us judge how well your student's school is meeting its accountability goals. Please take a few minutes to answer the questions below. Add any comments you wish on the back of this survey form, and return it to your student's school. Thank you for your help.

Please use a #2 pencil to fill in the box that indicates your response. Do NOT use white-out.

ABOUT YOUR SCHOOL	**Yes**	**No**	**Not Sure**
1. Are you satisfied with your student's progress in school?	☐	☐	☐
2. Do you get frequent information about your student's progress in school?	☐	☐	☐
3. Does your student receive the help needed to succeed in school?	☐	☐	☐
4. Is reading a focus of the school?	☐	☐	☐
5. Are you satisfied with how the school staff addresses your concerns?	☐	☐	☐
6. Does the front office staff make you feel welcome?	☐	☐	☐
7. Does the school provide you with regular communication (e.g., newsletters, weekly bulletins, etc.)?	☐	☐	☐
8. Do you feel welcome at your student's school?	☐	☐	☐
9. Does the principal provide effective leadership for the school?	☐	☐	☐

For question 10, mark the box below the letter on the right.	**A**	**B**	**C**	**D**	**F**
10. What grade (A, B, C, D, or F) would you give your student's school on the quality of education it provides?	☐	☐	☐	☐	☐

ABOUT THE DISTRICT	**Yes**	**No**	**Not Sure**
11. Does the superintendent provide effective leadership for the district?	☐	☐	☐
12. Does the Board of Education provide effective leadership for the district?	☐	☐	☐
13. Does the district involve parents in decisions that affect their students?	☐	☐	☐
14. Do you feel that customer service has improved throughout the district?	☐	☐	☐
15. Do you feel informed about what is going on in the district?	☐	☐	☐

COMMENTS:

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Quesionario Para Padres de Familia

Nombre de escuela: ______________________________

Estimados Padres de familia:

El final del año escolar marca el tercero año de implementación del nuevo Plan de Responsabilidad de nuestro distrito. Parte de este plan es el questionario de los padres de familia. Nosotros valoramos su opinión y sus respuestas a este importante questionario que no ayudara a juzgar como la escuela de su hijo/a esta satisfaciendo sus objetivos de responsabilidad. Por favor tome unos pocos minutos para contestar las preguntas abajo y detras de este questionario y regreselo a la escuela de su hijo/a. Gracias por su ayuda.

Por favor use un lápiz #2 para rellenar las burbujas que mejor exprese su respuesta. NO USE corrector ni tampoco doble este questionario.

SOBRE TU ESCULA	**Si**	**No**	**No Se**
1. ¿Esta usted satisfecho con el progreso de su hijo/a en la escuela?	☐	☐	☐
2. ¿Usted tiene información del progreso de su hijo/a?	☐	☐	☐
3. ¿Recibe su hijo/a ayuda para progresar en la escuela?	☐	☐	☐
4. ¿Es importante la lectura en la escuela de su hijo/a?	☐	☐	☐
5. ¿Esta usted satisfecho como el personal docente de la escuela dirige sus inquietudes?	☐	☐	☐
6. ¿Le hace sentir bienvenido el personal de la oficina?	☐	☐	☐
7. ¿Le provee la escuela con información (Ejemplo: Periódicos, panfletos, boletines semanales)?	☐	☐	☐
8. ¿Se siente usted bienvenido en la escuela de su hijo/a?	☐	☐	☐
9. ¿El director de la escuela hace buen trabajo como líder?	☐	☐	☐

Nota: Para la siguente pregunta por favor ponga la respuesta apropiada.	**A**	**B**	**C**	**D**	**F**
10. ¿Qué grado le daría usted a la escuela de su hijo/a en la calidad de educación que ofrece?	☐	☐	☐	☐	☐

SOBRE EL DISTRITO ESCOLAR	**Si**	**No**	**No Se**
11. ¿El superintendiente provee efectivo liderazgo?	☐	☐	☐
12. ¿La Mesa Directiva provee efectivo liderazgo para el distrito?	☐	☐	☐
13. ¿El distrito pregunta a padres en decisiones que afectan a sus niños?	☐	☐	☐
14. ¿Usted piensa que el servicio del distrito a mejorado?	☐	☐	☐
15. ¿Usted se siente informado con lo que esta pasando en el distrito?	☐	☐	☐

COMMENTARIO:

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Middle School Parent Survey

Please print school name: ______________________________

Dear Parents:

The end of the school year marks the third year of implementation of our district's new Accountability Plan. A part of this plan is the Parent Survey. We value your opinion, and your responses to this very important survey will help us judge how well your student's school is meeting its accountability goals. Please take a few minutes to answer the questions below. Add any comments you wish on the back of this survey form, and return it to your student's school. Thank you for your help.

Please use a #2 pencil to fill in the box that indicates your response. Do NOT use white-out.

ABOUT YOUR SCHOOL	**Yes**	**No**	**Not Sure**
1. Are you satisfied with your student's progress in school?	☐	☐	☐
2. Do you get frequent information about your student's progress in school?	☐	☐	☐
3. Does your student receive the help needed to succeed in school?	☐	☐	☐
4. Is reading a focus of the school?	☐	☐	☐
5. Are you satisfied with how the school staff addresses your concerns?	☐	☐	☐
6. Does the front office staff make you feel welcome?	☐	☐	☐
7. Does the school provide you with regular communication (e.g., newsletters, weekly bulletins, etc.)?	☐	☐	☐
8. Do you feel welcome at your student's school?	☐	☐	☐
9. Does the principal provide effective leadership for the school?	☐	☐	☐

For question 10, mark the box below the letter on the right.	**A**	**B**	**C**	**D**	**F**
10. What grade (A, B, C, D, or F) would you give your student's school on the quality of education it provides?	☐	☐	☐	☐	☐

ABOUT THE DISTRICT	**Yes**	**No**	**Not Sure**
11. Does the superintendent provide effective leadership for the district?	☐	☐	☐
12. Does the Board of Education provide effective leadership for the district?	☐	☐	☐
13. Does the district involve parents in decisions that affect their students?	☐	☐	☐
14. Do you feel that customer service has improved throughout the district?	☐	☐	☐
15. Do you feel informed about what is going on in the district?	☐	☐	☐

COMMENTS:

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Quesionario Para Padres de Familia

Nombre de escuela: ______________________________

Estimados Padres de familia:

El final del año escolar marca el tercero año de implementación del nuevo Plan de Responsabilidad de nuestro distrito. Parte de este plan es el questionario de los padres de familia. Nosotros valoramos su opinión y sus respuestas a este importante questionario que no ayudara a juzgar como la escuela de su hijo/a esta satisfaciendo sus objetivos de responsabilidad. Por favor tome unos pocos minutos para contestar las preguntas abajo y detras de este questionario y regreselo a la escuela de su hijo/a. Gracias por su ayuda.

Por favor use un lápiz #2 para rellenar las burbujas que mejor exprese su respuesta. NO USE corrector ni tampoco doble este questionario.

SOBRE TU ESCULA	**Si**	**No**	**No Se**
1. ¿Esta usted satisfecho con el progreso de su hijo/a en la escuela?	☐	☐	☐
2. ¿Usted tiene información del progreso de su hijo/a?	☐	☐	☐
3. ¿Recibe su hijo/a ayuda para progresar en la escuela?	☐	☐	☐
4. ¿Es importante la lectura en la escuela de su hijo/a?	☐	☐	☐
5. ¿Esta usted satisfecho como el personal docente de la escuela dirige sus inquietudes?	☐	☐	☐
6. ¿Le hace sentir bienvenido el personal de la oficina?	☐	☐	☐
7. ¿Le provee la escuela con información (Ejemplo: Periódicos, panfletos, boletines semanales)?	☐	☐	☐
8. ¿Se siente usted bienvenido en la escuela de su hijo/a?	☐	☐	☐
9. ¿El director de la escuela hace buen trabajo como líder?	☐	☐	☐

Nota: Para la siguente pregunta por favor ponga la respuesta apropiada.	**A**	**B**	**C**	**D**	**F**
10. ¿Qué grado le daría usted a la escuela de su hijo/a en la calidad de educación que ofrece?	☐	☐	☐	☐	☐

SOBRE EL DISTRITO ESCOLAR	**Si**	**No**	**No Se**
11. ¿El superintendiente provee efectivo liderazgo?	☐	☐	☐
12. ¿La Mesa Directiva provee efectivo liderazgo para el distrito?	☐	☐	☐
13. ¿El distrito pregunta a padres en decisiones que afectan a sus niños?	☐	☐	☐
14. ¿Usted piensa que el servicio del distrito a mejorado?	☐	☐	☐
15. ¿Usted se siente informado con lo que esta pasando en el distrito?	☐	☐	☐

COMMENTARIO:

Source: Copyright © 2001, Sacramento City Unified School District, Sacramento, California.

High School Parent Survey

Please print school name: ________________________________

Dear Parents:

The end of the school year marks the third year of implementation of our district's new Accountability Plan. A part of this plan is the Parent Survey. We value your opinion, and your responses to this very important survey will help us judge how well your student's school is meeting its accountability goals. Please take a few minutes to answer the questions below. Add any comments you wish on the back of this survey form, and return it to your student's school. Thank you for your help.

Please use a #2 pencil to fill in the box that indicates your response. Do NOT use white-out.

ABOUT YOUR SCHOOL	**Yes**	**No**	**Not Sure**
1. Are you satisfied with your student's progress in school?	☐	☐	☐
2. Do you get frequent information about your student's progress in school?	☐	☐	☐
3. Does your student receive the help needed to succeed in school?	☐	☐	☐
4. Is reading a focus of the school?	☐	☐	☐
5. Are you satisfied with how the school staff addresses your concerns?	☐	☐	☐
6. Does the front office staff make you feel welcome?	☐	☐	☐
7. Does the school provide you with regular communication (e.g., newsletters, weekly bulletins, etc.)?	☐	☐	☐
8. Do you feel welcome at your student's school?	☐	☐	☐
9. Does the principal provide effective leadership for the school?	☐	☐	☐

For question 10, mark the box below the letter on the right.	**A**	**B**	**C**	**D**	**F**
10. What grade (A, B, C, D, or F) would you give your student's school on the quality of education it provides?	☐	☐	☐	☐	☐

ABOUT THE DISTRICT	**Yes**	**No**	**Not Sure**
11. Does the superintendent provide effective leadership for the district?	☐	☐	☐
12. Does the Board of Education provide effective leadership for the district?	☐	☐	☐
13. Does the district involve parents in decisions that affect their students?	☐	☐	☐
14. Do you feel that customer service has improved throughout the district?	☐	☐	☐
15. Do you feel informed about what is going on in the district?	☐	☐	☐
16. Are you aware of the district's effort to redesign your child's high school?	☐	☐	☐
17. Does the educational process in your child's high school need to be changed?	☐	☐	☐

COMMENTS:

Source: Copyright © 2001, Sacramento City Unified School District, Sacramento, California.

Quesionairo Para Padres de Familia

Nombre de escuela: ____________________________________

Estimados Padres de familia:

El final del año escolar marca el tercero año de implementación del nuevo Plan de Responsabilidad de nuestro distrito. Parte de este plan es el questionario de los padres de familia. Nosotros valoramos su opinión y sus respuestas a este importante questionario que no ayudara a juzgar como la escuela de su hijo/a esta satisfaciendo sus objetivos de responsabilidad. Por favor tome unos pocos minutos para contestar las preguntas abajo y detras de este questionario y regreselo a la escuela de su hijo/a. Gracias por su ayuda.

Por favor use un lápiz #2 para rellenar las burbujas que mejor exprese su respuesta. NO USE corrector ni tampoco doble este questionario.

SOBRE TU ESCULA	**Si**	**No**	**No Se**
1. ¿Esta usted satisfecho con el progreso de su hijo/a en la escuela?	☐	☐	☐
2. ¿Usted tiene información del progreso de su hijo/a?	☐	☐	☐
3. ¿Recibe su hijo/a ayuda para progresar en la escuela?	☐	☐	☐
4. ¿Es importante la lectura en la escuela de su hijo/a?	☐	☐	☐
5. ¿Esta usted satisfecho como el personal docente de la escuela dirige sus inquietudes?	☐	☐	☐
6. ¿Le hace sentir bienvenido el personal de la oficina?	☐	☐	☐
7. ¿Le provee la escuela con información (Ejemplo: Periódicos, panfletos, boletines semanales)?	☐	☐	☐
8. ¿Se siente usted bienvenido en la escuela de su hijo/a?	☐	☐	☐
9. ¿El director de la escuela hace buen trabajo como líder?	☐	☐	☐

Nota: Para la siguente pregunta por favor ponga la respuesta apropiada.	**A**	**B**	**C**	**D**	**F**
10. ¿Qué grado le daría usted a la escuela de su hijo/a en la calidad de educación que ofrece?	☐	☐	☐	☐	☐

SOBRE EL DISTRITO ESCOLAR	**Si**	**No**	**No Se**
11. ¿El superintendiente provee efectivo liderazgo?	☐	☐	☐
12. ¿La Mesa Directiva provee efectivo liderazgo para el distrito?	☐	☐	☐
13. ¿El distrito pregunta a padres en decisiones que afectan a sus niños?	☐	☐	☐
14. ¿Usted piensa que el servicio del distrito a mejorado?	☐	☐	☐
15. ¿Usted se siente informado con lo que esta pasando en el distrito?	☐	☐	☐
16. ¿Sabes usted del programa el distrito para reconstruir la escuela de su hijo/hija?	☐	☐	☐
17. ¿Necesita cambino el proceso educacional en la esculea de su hijo/hija?	☐	☐	☐

COMMENTARIO:

Source: Copyright © 2001, Sacramento City Unified School District, Sacramento, California.

PORTFOLIOS

TEACHER PORTFOLIO ASSESSMENT*

What Is a Teacher Portfolio?

A teacher portfolio is a collection of work produced by a teacher. Just as an artist uses a portfolio of collected works to illustrate his or her talents, a teacher portfolio is designed to demonstrate the teacher's talents. Thus, teacher portfolios are constucted by teachers to highlight and demonstrate their knowledge and skills in teaching. A portfolio also provides a means for reflection; it offers the opportunity for critiquing one's work and evaluating the effectiveness of lessons or interpersonal interactions with students or peers.

What is actually included or related in a teacher portfolio depends on how the portfolio will be used. A portfolio may include some or all of the following:

- Teacher background
- Class description: time, grade, and content
- Written examinations: National Teacher's Exam, state licensure tests
- A personal statement of teaching philosophy and goals
- Documentation of effort to improve one's teaching: seminars, programs, etc.
- Implemented lesson plans, handouts, and notes
- Graded student work such as tests, quizzes, and class projects
- Video/audiotape of classroom lessons
- Colleague observation records
- Written reflections on teaching
- Photographs of bulletin boards, chalkboards, or projects

A common misconception is that a teacher portfolio is a folder laden with teaching artifacts and evaluations. Ideally, a teacher portfolio is a document created by the teacher that reveals, relates, and describes the teacher's duties, expertise, and growth in teaching. Each assertion in the portfolio is then documented in an appendix or a reference to outside material, such as videotapes or lengthy interviews. The size of a portfolio varies, but it is typically two to ten pages plus appendixes.

How Is a Teacher Portfolio Used?

A teacher portfolio is an education tool that is primarily used in two ways. First, portfolios are used as a means of authentic assessment in evaluating the effectiveness of a teacher for licensure and/or employment decisions. Second, teacher portfolios are used to provide feedback to teachers so that they may improve their teaching and level of professionalism.

As a form of authentic assessment, teacher portfolios may play a major role in the overall evaluation of a teacher. Numerous universities, such as the University of Colorado at Boulder, Marquette University, and Murray State University, now use portfolios to make personnel decisions. Many other states and institutions use teacher portfolios to augment more traditional assessment measures, such as standardized tests and observation checklists.

However, the use of teacher portfolios for high-stakes decisions, such as certification and advancement, is not universally endorsed. The reasons for caution often cited include the subjectivity involved in evaluating portfolios, the variability in content and construction of portfolios, and the lack of consensus in what a teacher should know and be able to do.

The majority of the programs that use teacher portfolios are preservice teacher education programs. These programs use portfolios to increase reflection and provide an ongoing record of a teacher's growth. The portfolio provides a vehicle for assessing the relationship between teacher choices or actions and their outcomes. In addition, teachers are encouraged to share their portfolios, during construction, with both beginning and experienced teachers. This continuous dialogue is designed to provide a rich context in which to experience the multifaceted nature of teaching.

How Is a Teacher Portfolio Evaluated?

Portfolios that are used to make personnel decisions tend to come under a higher level of scrutiny than if the intended use is professional growth. This scrutiny is due to the importance of the consequences involved in using portfolios for personnel decisions, and has resulted in several concerns. Most often cited areas of concern are the flexibility and subjectivity of the portfolio.

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*Source: Peter Doolittle, "Teacher Portfolio Assessment," Educational Resources Information Center and Assessment and Evaluation (ERIC/AE) Digest, ERIC Clearinghouse on Assessment and Evaluation, Washington, D.C.

The construction of a portfolio is such that each portfolio is unique and tailored to the individual. As a tool for professional development, this is a positive feature; as a tool for arriving at personnel decisions, where comparability between teachers (often from different subject areas) is desired, the lack of standardization is a problem.

The lack of, or need for, standardization can be rectified by requiring certain items in the portfolio of a teacher seeking a position or to advance. Other items may be included at the teacher's discretion. Mandated items typically include:

- Statement of teaching responsibilities
- Statement of teaching philosophies and methodologies
- Description of efforts to improve one's teaching
- Representative course syllabi
- Summary of institutional instructor evaluations by students

The second concern of portfolio assessment, the subjectivity in the evaluation of the portfolio, is somewhat problematic. Teacher evaluation, in any form, is subjective. The question then becomes how to make the evaluation of portfolios as reliable and valid as possible, given their subjective nature.

Often, the solution is to use a Likert-type evaluation form, of predetermined qualities, based on the mandated items. Questions are then grouped into categories, such as Instructional Design, Course Management, and Content Expertise, and weighted. Ratings may then be combined to generate categorical and/or overall ratings.

Steps for Implementing a Portfolio Program

1. *Start slowly.* Instituting portfolio assessment, either for advancement or growth, takes time. Allow one to two years for development, implementation, and regulation of a portfolio program.
2. *Gain acceptance.* It is extremely important that both administrators and teachers accept the use of portfolios. If administrators do not relate the importance and usefulness of portfolios to their teachers, the project will fail. Likewise, if teachers do not value the portfolio approach, then they will not put forth the effort needed to ensure success.
3. *Instill ownership.* Teachers must be involved, from the beginning, in developing the portfolio program. They must feel ownership over the program's direction and use.
4. *Communicate implementation.* The teachers need to know, explicitly, how the portfolios will be used. If they will be used for advancement, then the expected structure and intended scoring methods need to be explained in detail.
5. *Use models.* Models of portfolios used by other institutions are readily available. These models may easily be adapted and provide examples for teachers developing their portfolio.
6. *Be selective.* Portfolios should not contain everything a teacher does. A portfolio contains carefully selected items that reflect and substantiate a teacher's expertise and achievements.
7. *Be realistic.* Portfolios are only one form of authentic assessment. As such, they should be used as a part of the assessment process in conjunction with other measures.

SUGGESTIONS FOR DEVELOPING A PORTFOLIO

A portfolio is more than just a container full of stuff. A portfolio is a structured collection of a person's progress, achievements, contributions, and efforts that is selective, reflective, and collaborative and demonstrates accomplishments over time.

The following list of ideas and suggestions is designed to help educators develop their self-assessment through the use of a portfolio. This portfolio can be in the form of a folder, expandable file, a three-ring binder, or other format. Items from each of the following areas need to be included in the portfolio.

1. Background Information
   - Résumé/vitae
   - Information on teaching context
   - Educational philosophy and teaching goals
   - Letters of recommendation
   - Formal evaluations
2. Professionalism
   - Professional growth plan(s)—individual plan(s)
   - Participation in staff development activities—list and briefly explain impact on teaching
   - Professional reading—a brief summary or list of the professional reading done
   - Professional writing—a copy of writing/research, position papers
   - Reflections on lessons/units—written reflections on what worked, what needs changing
   - Journaling (daily or weekly)—reflections on teaching; on work with students, colleagues, parents/community; on professional growth activities; or on your personal reading/research
   - Action research project(s)—an issue of interest/concern that has been researched and documented
   - Workshop/conference attendance—briefly summarize and explain impact on teaching
   - Graduate course work—summarize or give example of work completed
   - District/building committees—list and state impact on professional growth
   - Other professional organizations—list awards, commendations and impact on teaching
   - Awards—list awards/provide a copy of the award(s)
   - Commendations—congratulatory letters/notes
   - Other
3. Instructional Methods/Strategies
   - Sample lessons/units, including teacher-made tests/forms
   - Examples of teacher-designed projects/activities
   - Photographs of lessons/activities
   - Student work samples/student reflections
   - Video and/or audiotape: videotape teaching at three times during a school year. Analyze and compare these teaching episodes.
   - Innovation(s) tried in teaching—new strategies or ideas tried in the classroom
   - Other

Courtesy of the University of Wisconsin, Oshkosh, Wisconsin.

SAMPLE PORTFOLIO FRAMEWORK

	Sample Data Collection/Commentary	Sample Reflective Questions
Planning	• Select and describe a class of students. • Document a unit of instruction. • Write a short commentary to establish the context for instruction.	• What do you want your students to know and be able to do? • Why is this important? • How/why is this unit connected to prior and future instruction?
Teaching	• Select lessons and/or lab activities. • Videotape the lessons or labs. • Write a short commentary reflecting on the videos.	• How did the structure of the lesson create an environment for learning? • What evidence of student learning do you have? • What modifications did you make in your lesson? What would you do differently? Why?
Evaluating Student Learning	• Collect samples of students' work. • Write a short commentary analyzing student achievement.	• What did you learn about the students' knowledge and skills from their performances? • What did the students' performances tell you about your teaching? • How will you modify your teaching based on this knowledge? Why?
Analyzing Your Teaching	• Analyze the effectiveness of your teaching based on the learning of your students. • Describe at least one aspect of your teaching that you would like to improve.	• What did you learn from this unit about your students as learners and about yourself as a teacher? • Overall, what changes would you make in your planning, instruction, and/or assessment the next time you teach this unit? Why?

Source: Beginning Educator Support and Training (BEST) Program, Connecticut State Department of Education, Hartford, Connecticut, © 2001.

OVERVIEW OF AN ELEMENTARY EDUCATION TEACHING PORTFOLIO

Task	What To Do	What To Submit
Documenting a Unit of Learning	• Describe the learning community in your classroom. • Select, adapt, or develop two instructional sequences; one in literacy that promotes response, interpretation, and critical stance, and one in numeracy that promotes problem solving. • Provide relevant information about two students in each sequence and how they are similar to and different from the other students in the instruction group.	• Portfolio class profile form • Introduction to the portfolio: commentary on the learning community in your classroom (up to two pages) • Commentary on the literacy and numeracy instruction (one page for each) • Commentary about your literacy and numeracy students (one page for each)
Facilitating Student Learning	• Keep a daily lesson log for five days of literacy instruction and for five days of numeracy instruction. • Videotape a literacy lesson segment that represents a way in which you promote students' response, interpretation, and critical stance. • Videotape a numeracy lesson segment that represents a way in which you promote problem solving. • Analyze student learning performance in video segments.	• Daily lesson log • 15-minute literacy video segment • 15-minute numeracy video segment • Commentary on literacy and numeracy video segments (up to two pages for each)
Evaluating Student Learning	• Collect work samples and analyze student performances in relation to the learning goal(s).	• Student work
Analyzing Your Teaching	• Analyze the effectiveness of your teaching based on the review of student learning described in your portfolio. • Identify changes to instruction. • Analyze the learning community in your classroom.	• Commentaries on your teaching and student learning in literacy and numeracy (up to two pages for each) • Commentary on the learning community in the classroom (up to two pages)

Maximum total number of commentary pages: 16 pages, plus the daily lesson logs, plus student work.

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Portfolio Assembly Checklist

Ensure that your porfolio includes the following materials ***in the following order:***

- ☐ Commentary on the learning community in your classroom
- ☐ Commentary on literacy instruction
- ☐ Commentary about your students in literacy
- ☐ Daily lesson log and student work for literacy
  - ☐ Day 1 ☐ Day 2 ☐ Day 3 ☐ Day 4 ☐ Day 5
- ☐ Commentary on the videotaped lesson for literacy
- ☐ Commentary on your teaching and student learning for literacy
- ☐ Commentary on numeracy instruction
- ☐ Commentary about your students in numeracy
- ☐ Daily lesson log and student work for numeracy
  - ☐ Day 1 ☐ Day 2 ☐ Day 3 ☐ Day 4 ☐ Day 5
- ☐ Commentary on the videotaped lesson for numeracy
- ☐ Commentary on your teaching and student learning for numeracy
- ☐ Commentary on the learning community in your classroom

Photographs depicting students at work, or models or posters created by the students, can be added to the portfolio if they add to a better understanding of student learning during the instructional sequence.

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Finalizing Your Portfolio

When you have completed assembling your documentation, and before submitting your portfolio, use the following checklist to review your portfolio materials:

☐ Your name, the name of your school, and student names have been removed from all of the portfolio documents.

☐ Your portfolio (one original and one copy) has been typed on 8½ × 11 white paper, single-sided, double-spaced or 1½-spaced, and is in a nonscript font no smaller than 12 point.

☐ All pages of your portfolio have been continuously paginated.

☐ Your candidate ID number appears on each page of the portfolio and on your videotape.

☐ All student work includes the corresponding lesson number to which it pertains, or the lesson number when the work was assigned and accompanying handouts or directions.

☐ Handwritten documents (e.g., students' work, teacher feedback) are legible and do not contain your name, your school's name, or your students' names.

☐ The videotape is of sufficient technical quality (i.e., students and teacher can be clearly heard). *Note:* Videotapes of insufficient quality will not be accepted and your portfolio will be deemed incomplete.

☐ You have submitted an original (including original students' work, wherever possible) and one copy of your portfolio for assessment, and you have retained one complete copy (including videotape) for your own records.

☐ The portfolio class profile form appears as the first page of both your original and duplicated portfolios.

☐ ONE copy of each of the following forms has been paperclipped in a packet and placed in your accordion folder.

- Return receipt form
- Teaching authenticity signoff—Be sure it contains your ID number.
- Teacher demographic information form
- Portfolio reflection form

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Portfolio Reflection Form

DIRECTIONS: Please complete and place in your accordion folder when you submit your portfolio.

Note: *This information is for research purposes* only. *Portfolio scorers will* **not** *see this information, nor will this information influence portfolio scoring in any way.*

1. Your Social Security number: ______________________________
2. Your content area: ______________________________________
3. Which of the following were sources of support for you as you completed your portfolio? *Check all that apply.*
   - ☐ Beginning teachers also completing portfolios
   - ☐ Colleagues who had completed portfolios in previous years
   - ☐ Other colleagues *(Please specify)* ________________________
   - ☐ My formally assigned mentor
   - ☐ My BEST district facilitator
   - ☐ My principal
   - ☐ My department chair
   - ☐ Scholar-in-Residence or Teacher-in-Residence
4. For each statement below, please indicate your level of agreement by checking either ***Strongly Agree, Agree, Disagree,*** or ***Strongly Disagree.***

   Completing this portfolio provided me the opportunity to demonstrate:

   a. . . . my content area knowledge in a way that was not assessed by exam.
   ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

   b. . . . my understanding of the content standards.
   ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

   c. . . . my ability to design instruction.
   ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

   d. . . . my ability to implement instruction.
   ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

   e. . . . my ability to assess student work.
   ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

   f. . . . my ability to monitor and adjust instruction based on student assessment.
   ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

   g. . . . my ability to modify instruction based on accommodations to students' special needs, interests and backgrounds.
   ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

   h. . . . my ability to manage my classroom.
   ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

   i. . . . my ability to reflect upon my teaching practices.
   ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

Please provide any written comments on the back of the form.

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Portfolio Class Profile Form

Note: *This information will provide appropriate portfolio-related contextual information for portfolio assessors.*

1. Portfolio content area: ELEMENTARY EDUCATION: Literacy and Numeracy
2. Number of literacy class minutes per day: _______
3. Number of literacy class meetings per week: _______
4. Number of numeracy class minutes per day: _______
5. Number of numeracy class meetings per week: _______
6. Grade level(s) in your portfolio class: pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 *(Circle all that apply.)*
7. Composition of your portfolio class:
   - ____ Number of boys
   - ____ Number of girls
   - ____ Number of bilingual students
   - ____ Number of students identified as special education students
8. Primary texts used in portfolio class *(Please provide title, author/publishers, and date of publication of all textbooks.)*

Literacy: ____

____

Numeracy: ____

____

(Note: If elementary education teacher, please provide this information for both literacy and numeracy instruction.)

9. Number of other adults in the room during portfolio instruction:

☐ None ☐ One ☐ Two ☐ More than two

If one or more, please specify title(s) and role(s): (*Check all that apply.*)

- ☐ paraprofessional
- ☐ coteacher
- ☐ parent volunteer
- ☐ other

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TECHNOLOGY PORTFOLIO REQUIREMENTS

All instructional personnel are required to complete and submit a technology portfolio. Complete technology portfolios should be submitted to Media Services. Partial portfolios should not be submitted. Some items MUST be submitted on disk and some MUST be printed. Items marked both printed and disk may be submitted in EITHER form. Include five of the following options in your technology portfolio:

- (printed/disk) *Two word-processing documents:* Each document should convey information in a concise and logical manner. Pay attention to proper use of grammar, punctuation, and style (use an easily read font, format, etc.). One of the documents should include at least one graphic relating to the subject or text. Suggestions: newsletters, lists of directions, notes to parents, unit outlines, course syllabus.
- (printed/disk) *One spreadsheet document:* This document should use at least one mathematical operation. Suggestions: charts and checklists, grade books, collections of data.
- (printed) *One graph generated from a spreadsheet document:* Both the spreadsheet and the graph should be printed. Suggestions: data from a science experiment, data from a survey, school test scores, probability activities.
- (printed/disk) *A database file:* This document should include at least five fields using two or more field types. Enter a minimum of five records. Print the database in two different formats. Suggestions: student information, data collection and sorting for lists, labels from database information, classify various items by characteristics.
- (disk) *One multimedia presentation:* This may be either a HyperStudio stack or a slide presentation using Claris Works, Power Point, Kid Pix, or other application programs. The presentation should include at least five cards/slides, a variety of graphics, and appropriate navigation techniques. Examples: original artwork/photographs, slide show or stack, research information project, classroom album.
- (disk) *One Web page:* The page should include text, graphics, and links. It may be prepared in HTML or with any Web design software, but must be submitted in a form that can be opened by Netscape® or Internet Explorer.®
- (printed) *Two printed documents that display information* gathered from two different technology-based resources such as a CD-ROM, library database, Internet site, or other sources. Examples: search media catalog and print selected records; print selected text from a reference CD such as a multimedia encyclopedia; print saved information downloaded from the Internet.
- (printed) *Two lesson plans that use some form of technology:* These lessons should include objectives, lists of materials needed, and explanation of the activities. The lessons should be based on curriculum or the Standards of Learning in areas other than technology but should use some form of technology, such as computers, laser disks, video resources, Internet resources, calculators, etc. Each lesson plan should be typed using a word-processing program.
- (printed) *One two- to three-page research paper on the ethical issues related to technology:* Include information on copyright, site licensing, and public use of private material. This document should be typed using a word-processing program.
- (printed) *Reviews of five software titles:* Type a brief summary of each program. Include a critique of each program and provide information about grade-level appropriateness and applicability to curriculum. Each review should be typed using a word-processing program.

Each school will have available samples for each of the stated criteria above. Evaluation of individual portfolios will take into consideration the grade-level and subject area taught by the teacher. Contact your computer coordinator for additional information.

Portfolios will be returned to individuals following evaluation along with a copy of the evaluator's comments. Please keep a copy of your files until you receive confirmation that the evaluation is complete.

Courtesy of Roanoke County Schools, Roanoke, Virginia.

EVALUATING TEACHING PORTFOLIOS

In considering how teaching portfolios should be evaluated for summative purposes, two points need to be made at the outset. First, even a well-organized teaching portfolio will demand between one and two hours at a bare minimum to study adequately. To draw any useful information from the portfolio, it cannot be merely glanced at. Second, proper evaluation of a teaching portfolio involves the prior formulation of explicit criteria on which such judgments shall be based.

The establishment of criteria for evaluating portfolios entails three related considerations:

1. Deciding what reviewers want to learn from the portfolio.
2. Deciding what should be included in the portfolio to achieve the desired result.
3. Specifying the criteria to be used in evaluating the portfolio.

Needless to say, the criteria actually chosen will vary according to the group doing the evaluation. Departmental executive committees might establish criteria that focus on whether or not an instructor's courses integrate well with the rest of the department's curriculum. This is a matter of particular concern in disciplines such as engineering, where students are expected to master concepts and methods in introductory courses that furnish the foundations for more advanced work. By contrast, curricular fit might not have the highest priority for a higher-level review committee or dean, who would be more concerned with safeguarding the rigor and integrity of the teaching enterprise as a whole. In all instances, however, it is important that the criteria chosen be as explicit as possible, and, where possible, that they be developed in coordination with the instructor(s) undergoing review.

Unfortunately, there exists no single set of criteria applicable in all instances. One possibility is for a panel to select its criteria to emphasize the instructional process itself. Relevant questions in this instance might be the following (adapted from Murray, 1995, p. 40):

- Is real evidence of accomplishment presented, not just a reflective statement?
- Is the reflective statement consistent with the syllabi and course evaluations and with the observations of peer reviewers?
- Does the portfolio present evidence that students actually learned anything in the instructor's courses?
- Have the efforts made by the instructor to improve teaching been reflected in evaluations by students or peers, and/or in students' performance in the courses?

Of course, the "accomplishment" referred to in the first section is subject to interpretation. Do high enrollments or favorable student evaluations in a course represent accomplishment? Or student performance on standardized tests? Or observations by peers? It is here where review committees need to take care in formulating criteria that reflect the panel's expectations of teaching performance.

It is important that panels not rely too heavily on quantitative criteria, such as numerical student evaluations or performance on standardized tests. The temptation to do so arises, naturally enough, from the ease of comparison such numbers provide, as well as from their seeming objectivity. Yet other nonquantitative criteria can be equally valid, and are often more informative.

For example, consider the following criteria, which are related to the design and content of an instructor's courses (adapted from Murray, 1995, p. 40):

- What is the quality of the materials used in teaching?
- What did the instructor ask of students, and how good were the students' responses?
- Does the instructor give evidence of knowing the subject matter and keeping current with it?
- Does each course articulate clear goals or themes that are communicated to the students and followed through consistently?

Although these questions would be difficult, if not impossible, to answer using quantitative measures, they nonetheless point to criteria that reviewers will probably want to include in any assessment of an instructor's teaching portfolio. What all this means is that a review panel would be well advised to gather as much information of diverse kinds as it can reasonably assimilate.

REFERENCES

William Cerbin. (1994). "The Course Portfolio as a Tool for Continuous Improvement of Teaching and Learning," *Journal of Excellence in College Teaching* 5:95–105.

John P. Murray. (1995). Successful Faculty Development and Evaluation: The Complete Teaching Portfolio. ASHE-ERIC Higher Education Report Number 8 (Washingon, D.C.).

Courtesy of University of Wisconsin–Madison, Peer Review of Teaching, UW Teaching Academy, www.wisc.edu/moo/

Sample Rubric for Evaluating Teaching through Portfolios

Note: *This provides a prospective rubric for evaluating teaching based on material presented in a portfolio.*

Name: ______________________________ Overall Evaluation: ____________________

BACKGROUND/CONTEXT

Career Standing as a Teacher: Beginning (Years 1–3) || Developing (Years 4–7) || Maturing (Years 8–12) || Senior

Main Features of Teaching Goals (Identify/summarize from teacher's statement[s].)

PROFESSIONAL REFLECTION

Statement of Teaching Philosophy

- Are teaching goals well developed and well articulated?
- Are teaching goals consistent with the aims of the profession and the institution?
- Are teaching goals communicated to students and reflected in course materials and practice?

substandard || satisfactory (good) || strong || exceptional

Comments for further development:

Roles, Responsibilities, Methods

- Do the teachers' responsibilities reflect teaching goals?
- What is the scale or magnitude of responsibilities adopted and met?
- Do teaching methods and practice reflect goals?
- Does the teacher have and use a large repertoire of teaching skills?

substandard || satisfactory (good) || strong || exceptional

Comments for further development:

EVIDENCE

Evidence from Students

- How do the students rate this teacher as a classroom instructor, mentor and advisor (based on the spectrum of available evidence and given qualifications on each type of data)?

continues

Sample Rubric continued

substandard || satisfactory (good) || strong || exceptional

Comments for further development:

Evidence from Peers

- How do peers rate this teacher?
- Does the evidence reflect a robust cross section of elements of teaching?

substandard || satisfactory (good) || strong || exceptional

Comments for further development:

Other Evidence/Products of Teaching

- What do students achieve, as documented by objective measures?
- How do others outside the university rate this teacher (where applicable)?

substandard || satisfactory (good) || strong || exceptional

Comments for further development:

PROFESSIONAL DEVELOPMENT

Professional Development

- Is there evidence of improvement in evaluation by students or peers since the last evaluation?
- Is there evidence of effort to develop professional (learning new teaching methods; innovative trials; teaching circles; etc.)?
- Has the teacher identified short-term and long-term goals for continued development (and/or service)?

substandard || satisfactory (good) || strong || exceptional

Comments for further development:

Courtesy of Center for Effective Teaching and Learning, University of Texas at El Paso, El Paso, Texas.

SELF-ASSESSMENT

Teacher Self-Assessment Checklist: Role of the Teacher

For each of the statements below, indicate what you feel is your current level of ability in doing what's described by that statement. Use a 1 to indicate awareness and/or a beginning level of competence and a 10 to indicate that you are fully competent to carry out the indicated function. Use 2–9 to indicate varying degrees of ability between the two.

ACCOMPLISHED PRACTICE: Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

____ 1. Serves as a student advocate in the school and with the social, legal, and health agencies in the community.

____ 2. Confers with students and their families to provide explicit feedback on student progress and assist families in guiding students in academic and personal growth.

____ 3. Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.

____ 4. Uses the community to provide students with a variety of experiences to examine and explore career opportunities.

____ 5. Works effectively with school volunteers to promote student interest, motivation, and learning.

____ 6. Recognizes in students overt signs of child abuse and severe emotional distress, and takes appropriate intervention, referral, and reporting actions.

____ 7. Recognizes in students overt signs of alcohol and drug abuse, and takes appropriate intervention, referral, and reporting actions.

____ 8. Works cooperatively with colleagues and other adults in informal settings and formal team structures to meet students' education, social, linguistic, cultural, and emotional needs.

____ 9. Uses knowledge of continuous quality improvement to assist the school community in managing its own school improvement efforts.

____ 10. Communicates with families, including those of culturally and linguistically diverse students, to become familiar with the students' home situation and background.

____ 11. Develops short- and long-term personal professional goals relating to the roles of a teacher.

Your ROLE OF THE TEACHER Average ____ = Sum of Responses/11

Courtesy of Leon County Schools, Tallahassee, Florida.

Teacher Self-Assessment Checklist: Continuous Improvement

For each of the statements below, indicate what you feel is your current level of ability in doing what's described by that statement. Use a 1 to indicate awareness and/or a beginning level of competence and a 10 to indicate that you are fully competent to carry out the indicated function. Use 2–9 to indicate varying degrees of ability between the two.

ACCOMPLISHED PRACTICE: Engages in continuous professional quality improvement for self and school.

____ 1. Functions as a facilitator in the school, actively applying accepted principles and strategies for affecting change.

____ 2. Works in general and informational groups in cooperation with other educators and families to analyze the effectiveness of instruction in the school and to develop improvement strategies.

____ 3. Uses data from his/her own learning environments (e.g., classroom observation, audio/video recordings, student results and feedback, and research) as a basis for reflecting upon and experimenting with personal teaching practices.

____ 4. Creates and monitors a personal professional development plan to guide his/her own improvement.

____ 5. Communicates with students, families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards.

____ 6. Demonstrates respect for diverse perspectives, ideas, and options and encourages contribution from any array of school and community sources, including communities whose heritage language is not English.

____ 7. Works to empower the school-based personnel as they manage the continuous improvement process.

____ 8. Participates in the development of improvement plans that support the overall school improvement plan, including implementation and evaluation of individual effectiveness.

____ 9. Keeps abreast of developments in instructional methodology, learning theories, second-language acquisition theories, psychological and sociological trends, and subject matter in order to facilitate learning.

____ 10. Shows evidence of continuous reflection and improvement in his/her performance in teaching/learning activities and in an increased capacity to facilitate learning for all students.

____ 11. Continues to expand his/her own repertoire of professional experiences (e.g., publishing, conducting in-service activities, mentoring colleagues, providing leadership in professional associations, utilizing research appropriately).

continues

Continuous Improvement continued

____ 12. Sees him/herself as a steward of the school, of public education, and our national heritage with its multicultural dimensions, and works to articulate these positions in a manner appropriate to the situation.

____ 13. Works as a member of a learning community—investigating problematic conditions, working as teacher-as-researcher, reflective practitioner, etc.

____ 14. Utilizes strengths and attributes of colleagues based on experience, status, education, and other unique strengths and attributes and adjusts professional relationships accordingly.

____ 15. Works to improve his/her own professional judgment and the ability to articulate it to colleagues, families, and the business community.

____ 16. Develops short- and long-term personal and professional goals relating to continuous professional improvement.

Your CONTINUOUS IMPROVEMENT Average ____ = Sum of Responses/16

Courtesy of Leon County Schools, Tallahassee, Florida.

Teacher Self-Assessment Checklist: Learning Environments

For each of the statements below, indicate what you feel is your current level of ability in doing what's described by that statement. Use a 1 to indicate awareness and/or a beginning level of competence and a 10 to indicate that you are fully competent to carry out the indicated function. Use 2–9 to indicate varying degrees of ability between the two.

ACCOMPLISHED PRACTICE: Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.

____ 1. Establishes smooth and efficient routines.

____ 2. Involves students in establishing standards for behavior.

____ 3. Applies rules and standards consistently and equitably.

____ 4. Shares learning environment management responsibilities with students.

____ 5. Designs appropriate instructional activities in individual, small and large group settings to meet cognitive, linguistic, and affective needs.

____ 6. Organizes instruction to include cooperative, student-directed groups.

____ 7. Monitors learning activities, providing feedback and reinforcement to students.

____ 8. Arranges and manages the physical environment to facilitate student learning outcomes.

____ 9. Provides a safe place for students to take risks.

____ 10. Uses learning time effectively.

____ 11. Maintains instructional momentum, with smooth and efficient transitions.

____ 12. Makes effective and efficient use of time required in the learning environment for administrative and organizational activities.

____ 13. Maintains academic focus of students by use of varied motivational devices.

____ 14. Provides clear directions for instructional activities and routines.

____ 15. Develops short- and long-term personal and professional goals relating to learning environments.

Your LEARNING ENVIRONMENTS Average ____ = Sum of Responses/15

Courtesy of Leon County Schools, Tallahassee, Florida.

Teacher Self-Assessment Checklist: Planning

For each of the statements below, indicate what you feel is your current level of ability in doing what's described by that statement. Use a 1 to indicate awareness and/or a beginning level of competence and a 10 to indicate that you are fully competent to carry out the indicated function. Use 2–9 to indicate varying degrees of ability between the two.

ACCOMPLISHED PRACTICE: Plans, implements, and evaluates effective instruction in a variety of learning environments.

____ 1. Develops student performance outcomes, benchmarks, and evidence of adequate progress to guide planning for instruction.

____ 2. Integrates student performance and outcomes into lesson designs and delivery strategies.

____ 3. Plans activities that promote high standards through a climate that enhances and expects continuous improvement.

____ 4. Provides comprehensible instruction to enable every student to meet the performance required of students in these public schools.

____ 5. Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.

____ 6. Plans activities that utilize a variety of support and enrichment activities and materials.

____ 7. Assists in developing skills in accessing and interpreting information from multiple sources (e.g., library media center use, multiple electronic sources).

____ 8. Assists students to fully use the resources available to them and the strengths they already possess.

____ 9. Modifies the visual and physical environments to correspond with the planned learning activity, lesson content, and needs of all students.

____ 10. Plans activities that engage students in learning activities and employs strategies to reengage students who are off task.

____ 11. Provides for instructional flexibility by adapting plans while a lesson is in progress to address unexpected problems or to benefit from unexpected opportunities.

____ 12. Creates approaches to learning that are interdisciplinary and that integrate multiple subject areas.

____ 13. Represents concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.

____ 14. Adjusts instruction based on reflection of his/her own practice.

continues

Planning continued

____ 15. Cooperatively works with colleagues in planning for instruction.

____ 16. Plans for the utilization of community resources in classroom activities (e.g., world of work, civic leaders, fine arts).

____ 17. Develops short- and long-term personal and professional goals relating to planning.

Your PLANNING Average ____ = Sum of Responses/17

Courtesy of Leon County Schools, Tallahassee, Florida.

Midyear Self-Evaluation Guide

To help in compiling individual information for your midyear evaluation, please fill out this form and bring it with you to your self-evaluation meeting.

1. Classroom Teaching

2. Contributing Member of the Staff

3. Positive Parent and Community Relationship

4. Fulfillment of Routine and Administrative Duties

5. Professional Growth and Development

____
Teacher

____
Grade

Courtesy of Tashua School, Trumbull, Connecticut.

Teacher Self-Report Form

Name: ____________________ Appraisal Year: ____________

Appraiser: ____________________ Date Submitted: ____________

Campus: ____________________ Assignment/Grade: ____________

CONTRIBUTIONS TO THE IMPROVEMENT OF ACADEMIC PERFORMANCE OF ALL STUDENTS ON CAMPUS

The following are general rules for use of the Teacher Self-Report (TSR):

1. Based on the nature of the teaching assignment, Texas Assessment of Academic Skills-related (TAAS) objectives may vary in content and level of difficulty.
2. Context for the objectives include (1) teaching field, (2) assignment, and/or (3) varying characteristics of the teacher's students.
3. Depending upon the classroom context, objectives may be identified for:
   a. a subset of the TAAS-related objectives.
   b. a subset of classes assigned to the teacher.
   c. a subset of the teacher's students.
4. The TSR requires the least amount of writing necessary to communicate the point or make the example (limited to one-half page per item).

Section I

The data requested in Section I must be presented to the principal within the first three weeks after the orientation. The teacher may elect to revise this section prior to the annual summative conference.

1. Which academic skills (TAAS-related **objectives**) do you directly teach or reinforce in your classes?

Check all that apply.

Reading (Six Objectives)

Reading Comprehension
ALL OBJECTIVES . . . . ____

Objective 1: The student will determine the meaning of words in a variety of contexts. ____
Objective 2: The student will identify supporting ideas in a variety of written texts. ____
Objective 3: The student will summarize a variety of written texts. ____
Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts. ____
Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations. ____
Objective 6: The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a vareity of written texts. ____

continues

Teacher Self-Report Form continued

Writing (Seven Objectives)

Written Communication
ALL OBJECTIVES . . . . ____

Objective 1: The student will respond appropriately in a written composition to the purpose/ audience specified in a given topic. ____
Objective 2: The student will organize ideas in a written composition on a given topic. ____
Objective 3: The student will demonstrate control of the English language in a written composition on a given topic. ____
Objective 4: The student will generate a written composition that develops/supports/ elaborates the central idea stated on a given topic. ____
Objective 5: The student will recognize appropriate sentence construction within the context of a written passage. ____
Objective 6: The student will recognize appropriate English usage within the context of a written passage. ____
Objective 7: The student will recognize appropriate spelling, capitalization, and punctuation within the context of a written passage. ____

Mathematics (Thirteen Objectives)

Mathematics Concepts
ALL OBJECTIVES . . . . ____

Objective 1: The student will demonstrate an understanding of number concepts. ____
Objective 2: The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts. ____
Objective 3: The student will demonstrate an understanding of geometric properties and relationships. ____
Objective 4: The student will demonstrate an understanding of measurement concepts using metric and customary units ____
Objective 5: The student will demonstrate an understanding of probability and statistics. ____

Mathematical Operations
ALL OBJECTIVES . . . . ____

Objective 6: The student will use the operation of addition to solve problems. ____
Objective 7: The student will use the operation of subtraction to solve problems. ____
Objective 8: The student will use the operation of multiplication to solve problems. ____
Objective 9: The student will use the operation of division to solve problems. ____

Problem Solving
ALL OBJECTIVES . . . . ____

Objective 10: The student will estimate solutions to a problem situation. ____
Objective 11: The student will determine solution strategies and will analyze or solve problems. ____
Objective 12: The student will express or solve problems using mathematical representation. ____
Objective 13: The student will evaluate the reasonableness of a solution to a problem situation. ____

continues

Teacher Self-Report Form continued

Other Objectives

With the approval of the principal, certain high school teachers may substitute other standardized measures and related objectives which are addressed in the Academic Excellence Indicators System. This may include SAT/ACT, AP, TASP, and end-of-course examinations. Specify below.

2. What process do you use to assess the needs of your students with regard to academic skills (TAAS-related objectives)?

Disaggregated TAAS data ____
Curriculum-correlated assessment materials ____
Teacher-designed assessment process/materials ____
Diagnostic observations ____
Other standardized test results ____
Cumulative classroom performance data ____
Other (describe) ____

CONTRIBUTIONS TO THE IMPROVEMENT OF ACADEMIC PERFORMANCE OF ALL STUDENTS ON CAMPUS

Section II

The data requested in Sections II and III must be presented to the principal at least two weeks before the annual summative conference. Limit all responses to one-half page per response.

3. Describe a specific instructional adjustment (e.g., materials, sequencing) that you have made based on the needs assessment of your students.

4. Describe the approaches you have used to monitor classroom performance and to provide feedback to students regarding their progress in academic skills (TAAS-related objectives).

5. Describe how you assisted your students who were experiencing serious attendance problems.

6. Describe your approach in working with students who were failing or in danger of failing.

Section III

Provide the information requested in the space below.

7. List or describe your professional development activities for the past year related to campus/district goals, assigned subject/content, needs of students, or prior appraisal performance in the following areas: staff development, team planning, mentoring, collaboration with colleagues, self-study, video coursework or distance learning, university-level coursework, professional conferences, and other nontraditional activities.

continues

Teacher Self-Report Form continued

8. As a result of your professional development activities described above, what have you been able to use in your classroom that has positively impacted the learning or students?

9. Be prepared to discuss the following in the summative annual conference: Identify three target areas for continued professional growth. In order to organize your thoughts, you may wish to make notes below, but it is not required.

Source: Professional Development and Appraisal System, Texas Education Agency, Educator Development Projects Division, Austin, Texas.

EVALUATION

FORMATIVE AND SUMMATIVE EVALUATION

This material profiles the distinction between forms of evaluation that are aimed prospectively and retrospectively.

Evaluation may serve two complementary functions. In one context, the aim is prospective, or *formative*—to improve, to understand strengths in order to amplify them, or to isolate weaknesses to mend. The other context is retrospective, or *summative*—to assess concrete achievement, perhaps as part of a process of acknowledgment or giving awards. Here are some ways to think about the distinction further:

Formative	Summative
Primarily prospective.	Primarily retrospective.
Analyze strengths and weaknesses toward improving.	Document achievement.
Develop habits.	Document habits.
Shape direction of professional development.	Show results of such forays.
Opportunity to reflect on meaning of past achievements?	Evidence of regular formative evaluation?
Feedback.	Evidence.

Ideally, the two modes are complementary. Also, as noted in the table above, the *process* of formative evaluation may be an important component in summative evaluation.

Courtesy of Center for Teaching and Learning, University of Texas at El Paso, El Paso, Texas.

STAFF EVALUATION MATRIX

	PHASE ONE: APPRAISAL		
	Level One	**Level Two**	**Level Three**
Who	Certified staff in their first year of teaching	Certified staff who have not obtained tenure	Tenured staff
Purposes	• To ensure quality instruction for students • To identify teacher's strengths and weaknesses • To assess teacher's capability to grow as an educator • To assess teacher competencies as defined in the Teaching Competencies • To provide sufficient support so that a teacher can perform to his/her potential • To collect data to assist in making a decision about tenure • To determine contract renewal	• To ensure quality instruction for students • To build on a teacher's strengths and areas of weakness • To confirm a teacher's capability to grow as an educator • To assess teacher competencies as defined in the Teaching Competencies • To provide sufficient support so that a teacher can perform to his/her potential • To collect data to assist in making a decision about tenure • To determine contract renewal	• To ensure quality instruction for students • To build on teacher's strengths and address any areas of weakness • To provide support so that a teacher can perform to his/her potential • To assess a teacher's ability to meet veteran teacher competencies
Process: Assessment and Support	• Minimum of three clinical observations per year with pre- and postconferences and written feedback • First observation must occur by December 1 • Summative evaluation by March 1	For teachers in second year, a minimum of three clinical observations per year with pre- and postconferences and written feedback For teachers in third and fourth years, a minimum of two clinical observations per year • First observation by December 1 • Student goals and personal goals that link with Beginning Educator Support and Training Program, state competency instruments, the Common Core of Teaching, and/or written job description and/or grade level, school, departmental, or district goals and expectations	• Initial observation by October 15 based on Veteran Teacher Competencies • After observation and by October 31 goals developed that link with Veteran Teacher Competencies and/or written job descriptions and/or grade-level, school, departmental, or district goals or expectations and determination of number of observations • Review of goal by January 31 • Summative evaluation by June 1

continues

Staff Evaluation Matrix continued

		• Goals set by October 15 • Goals reviewed by January 31 • Summative evaluation which includes assessment of achievement of goals by March 1	
When	For first year of teaching	Until tenure is achieved	Tenured staff every fifth year
Accountability/ Criteria	• CCI Standards • Section #1 of Common Core of Teaching • Written definitions of each professional position enumerating the general responsibilities and specific tasks of that position • District goals and policies	• CCI Standards • Common Core of Teaching • Written definitions of each professional position enumerating the general responsibilities and specific tasks of that position • District goals and policies • Written student goals and personal goals that link with BEST, CCI, the Common Core of Teaching, and/or written job descriptions and/or grade-level, school, departmental, or district goals and expectations	• Veteran Teacher Competencies • Written definition of each professional position enumerating the general responsibilities and specific tasks of that position • District goals and policies • Written goals that link with Veteran Teacher Competencies and/or written job descriptions and/or grade-level, school, departmental, or district goals of expectations

	PHASE TWO: PROFESSIONAL GROWTH	**PHASE THREE: ASSISTANCE**	
		Level One: Supervisory Assistance	**Level Two: Intensive Assistance**
Who	Tenured staff	Staff members who are experiencing difficulty and need guided assistance	Staff members who are not meeting performance standard for the Common Core of Teaching

continues

Staff Evaluation Matrix continued

Purposes	• To improve student learning and thinking • To provide opportunities for personal, professional, and intellectual growth • To encourage teacher risk-taking, creativity, and innovation • To meet teacher competency expectations, maintain skills, and develop instructional strategies	• To provide guided assistance to staff members who are experiencing difficulty • To determine future evaluation status	• To provide guided assistance to staff members who are experiencing difficulty • To determine termination of contract
Process: Assessment and Support	• By October 31, student learning goals and professional goals that link to student learning goals and relate to the district, school, grade-level or departmental goals set based on the Veteran Teacher Competencies • Goals may be established individually in teams, by grade-levels, by departments, etc. • By January 31, Interim Conference • By June 1, Summary Evaluation Report • To achieve goals, process may include, but is not limited to, peer coaching, study group, field-based research, integrated portfolio, weekly journal, team teaching, portfolios, videotapes, data collection, informal evaluations, etc. • By June 1, Year-End Reflections Form	The supervisory assistance cycle includes the following steps: • Notice • Target setting • Action plan with time frame • Assistance • Observation/Conference • Resolution	The supervisory assistance cycle includes the following steps: • Notice • Target setting • Action plan with time frame • Assistance • Observation/Conference • Resolution

continues

Staff Evaluation Matrix continued

When	• Tenured staff for four years of five-year cycle	• When staff are experiencing difficulty and need guided assistance	• Staff not meeting performance standards of the Common Core of Teaching
Accountability/ Criteria	Methods to Measure Goal Achievement. A teacher may choose to gather information or measure student achievement by: • pre- and posttest measures • observation • interviews/questionnaires • standardized/teacher-made tests • feedback instruments • self-evaluation • feedback from coach/student/ colleagues/parents • portfolios • work samples • professional reading • others as agreed upon	• Accountability criteria for the appraisal cycle • Accountability criteria for the Common Core of Teaching	• Accountability criteria for the appraisal cycle • Accountability criteria for the Common Core of Teaching

Courtesy of Montville Public Schools, Montville, Connecticut.

Sample Teacher Evaluation

Check One:
Self-Evaluation: ____
Yearly Evaluation: ____

Name ____________________ School ________________ Assignment ______ Year ________

Key: E—Exemplary EE—Exceeds Expectations ME—Meets Expectations
NI—Needs Improvement MI—Must Improve NO—Not Observed NA—Not Applicable

I. PERSONAL CHARACTERISTICS	E	EE	ME	NI	MI	NO	NA
1. Responds positively to constructive criticism.							
2. Practices punctuality.							
3. Dresses and grooms in an appropriate manner.							
4. Demonstrates ability to solve problems independently.							
5. Demonstrates promptness and accuracy in reporting procedures.							
6. Is available to students at appropriate times.							
__ See Comments							
II. CLASSROOM INSTRUCTION	**E**	**EE**	**ME**	**NI**	**MI**	**NO**	**NA**
1. Demonstrates current knowledge of curriculum in subject field.							
2. Follows established curriculum guide.							
3. Develops carefully prepared lesson plans with appropriate instructional objectives.							
4. Expands classroom instruction beyond the text.							
5. Utilizes information from other disciplines to ensure transfer of learning.							
6. Identifies and teaches to individual capabilities and needs utilizing various learning styles.							
7. Demonstrates the meaningful use of supplemental materials and aids.							
8. Assists students in the development of self-management skills.							
9. Establishes realistically high standards for student attainment.							
10. Presents assignments clearly and concisely.							
11. Utilizes appropriate questioning strategies.							

continues

Sample Teacher Evaluation continued

12. Assist students in communiation skills.							
13. Provides prompt and effective feedback.							
14. Evaluates effectively, fairly, and objectively.							
15. Employs evaluative measures to ensure learning.							
16. Provides opportunities for one-to-one instruction with students.							

__ See Comments

This evaluation has been conducted and conference(s) held pertaining to it. These signatures verify that said evaluation and conference was held and in no way imply agreement. The teacher has two weeks to respond in writing about such evaluation.

Date ____________ Teacher ____________________

Principal ____________________

III. CLASSROOM CONTROL AND MANAGEMENT	E	EE	ME	NI	MI	NO	NA
1. Utilizes appropriate classroom rules and procedures.							
2. Is consistently aware of student activity.							
3. Maximizes time-on-task.							
4. Engages all students in the activities where appropriate.							
5. Deals with classroom incidents and emergencies effectively.							
6. Establishes a schedule but remains flexible.							
7. Generates an enthusiasm for learning.							
8. Creates a positive educational environment.							
9. Instills a sense of satisfaction and accomplishment.							
10. Encourages students to appropriately voice their opinions.							
11. Maintains a neat, orderly physical environment conducive to learning.							
12. Instills a sense of pride and responsibility for surroundings.							
13. Manages discipline problems in accordance with administrative regulations, school board policies, and legal requirements.							
14. Handles students problems fairly and consistently.							

__ See Comments

continues

Sample Teacher Evaluation continued

IV. PARENT/STAFF/COMMUNITY RELATIONS	E	EE	ME	NI	MI	NO	NA
1. Develops positive professional relationships with students.							
2. Demonstrates cooperation with staff and/or administration.							
3. Communicates effectively and appropriately with administrators.							
4. Communicates effectively and appropriately with parents.							
5. Reports pupils' progress to parents in an effective manner.							
6. Shares ideas, materials, and methods with other teachers.							
7. Informs administrators and/or appropriate personnel of school-related matters.							

__ See Comments

V. PROFESSIONAL GROWTH/DEVELOPMENT	E	EE	ME	NI	MI	NO	NA
1. Supports school system in a professional manner.							
2. Respects confidential information.							
3. Demonstrates supportive role through attendance at extracurricular activities.							
4. Improves professional growth by attending classes, workshops, and/or conferences.							
5. Accepts assigned responsibilities in a spirit of cooperation.							

__ See Comments

continues

Sample Teacher Evaluation continued

Date(s) of Observation: ______________________________

Evaluator's Comments: ______________________________

Instructor's Comments: ______________________________

Teacher Goals:

1. ______________________________ Date Accomplished ____________
2. ______________________________ Date Accomplished ____________
3. ______________________________ Date Accomplished ____________
4. ______________________________ Date Accomplished ____________

Administrator Goals:

1. ______________________________ Date Accomplished ____________
2. ______________________________ Date Accomplished ____________
3. ______________________________ Date Accomplished ____________
4. ______________________________ Date Accomplished ____________

Other: ______________________________

Source: Jerry D. Will, Associate Professor and Chair, Emporia State University, Emporia, Kansas.

Summative Evaluation Form: Levels I and II

Evaluator: ______________________

School Year: ______________________

PROFESSIONAL DATA

A. Name: ______________________ School: ______________

B. Grade(s) and/or subject(s) taught: ______________________

C. Certificates held: grade/subjects covered: ______________________

D. Years of teacher experience, including this school year:

Outside district ___ In district ___ Total years ___

E. Attendance: ______________________

EVALUATION

A. Promotes a positive learning environment:

____

____

____

B. Maintains appropriate standards of behavior:

____

____

____

C. Engages the students in meeting the objectives of the lesson:

____

____

____

D. Effectively manages routines and transitions:

____

____

____

E. Presents appropriate content:

____

____

____

continues

Summative Evaluation Form: Levels I and II continued

F. Creates a structure for learning:

G. Develops lessons to promote achievement of the objective:

H. Uses appropriate questioning techniques:

I. Communicates clearly, using precise language and acceptable oral expression:

J. Monitors students' understanding of lessons and adjusts teaching when appropriate:

K. Meets professional responsibilities:

L. Encourages and maintains the cooperative involvement and support of parents and community:

RECOMMENDATIONS

A. Contract offered for next year? ( ) yes ( ) no

B. If the answer above is *yes*, will the teacher acquire tenure?
( ) yes ( ) no ( ) tenured

continues

Summative Evaluation Form: Levels I and II continued

C. Type of evaluation for the next school year
- ( ) Level I
- ( ) Level II
- ( ) Level III
- ( ) Supervisory Assistance
- ( ) Intensive Assistance

D. Nature of assignment for next school year
- ( ) No change
- ( ) Change (specify nature of change recommended) ______________________________

SUMMARY

A. Strengths:

____

____

____

B. Suggestions:

____

____

____

C. Evaluators recommendation(s):

____

____

____

TEACHER COMMENTS

______________________________ ______________________________

Signature of Staff Member Signature of Evaluator

____

Date of Conference

____

Signature of Staff Member
Signifying that he/she has seen this evaluation
but does not necessarily agree with it

Courtesy of Montville Public Schools, Montville, Connecticut.

Summative Evaluation Form: Level III

Evaluator: ______________________

School Year: ______________________

PROFESSIONAL DATA

A. Name: ______________________ School: ______________

B. Grade(s) and/or subject(s) taught: ______________________

C. Certificates held: grade/subjects covered: ______________________

D. Years of teacher experience, including this school year:

Outside district ___ In district ___ Total years ___

E. Attendance: ______________________

EVALUATION

A. Understands how students learn and develop:

____

____

____

B. Understands the central concept and skills, tools of inquiry, and structures of the disciplines taught:

____

____

____

C. Plans instruction based on knowledge of subject matter, students, the curriculum, and the community:

____

____

____

D. Creates instructional opportunities to support students' intellectual, social, and personal development:

____

____

____

E. Uses effective verbal, nonverbal, and media communications techniques to foster inquiry, collaboration, and supportive interaction in the classroom:

____

____

____

continues

Summative Evaluation Form: Level III continued

F. Creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation:

G. Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner:

H. Demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities adapted to diverse learners:

I. Manages the classroom environment:

J. Seeks out opportunities to grow professionally:

K. Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being:

RECOMMENDATIONS

A. Contract offered for next year? ( ) yes ( ) no

B. If the answer above is *yes*, will the teacher acquire tenure?
( ) yes ( ) no ( ) tenured

continues

Summative Evaluation Form: Level III continued

C. Type of evaluation for the next school year
- ( ) Level III Appraisal
- ( ) Level III Growth
- ( ) Supervisory Assistance
- ( ) Intensive Assistance

D. Nature of assignment for next school year
- ( ) No change
- ( ) Change (specify nature of change recommended)

SUMMARY

A. Strengths:

B. Suggestions:

C. Evaluators recommendation(s):

TEACHER COMMENTS

Signature of Staff Member

Signature of Evaluator

Date of Conference

Signature of Staff Member
Signifying that he/she has seen this evaluation
but does not necessarily agree with it

Courtesy of Montville Public Schools, Montville, Connecticut.

Observation Summary and Summative Annual Appraisal Report Forms

Name: ____________ Appraiser: ____________ Date: ____________ Campus: ____________ Assignment/Grade: ________

Beginning Time: ____________ Ending Time: ____________

☐ Observation Summary
☐ Summative Annual Appraisal

Domain I: Active, Successful Student Participation in the Learning Process

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	
1. Engaged in learning	1. ____	1. ____	1. ____	1. ____	
2. Successful in learning	2. ____	2. ____	2. ____	2. ____	
3. Critical thinking/ problem solving	3. ____	3. ____	3. ____	3. ____	
4. Self-directed	4. ____	4. ____	4. ____	4. ____	
5. Connects learning	5. ____	5. ____	5. ____	5. ____	TOTAL
SUBTOTAL					

Total:	20	to	25	Exceeds Expectations
	12	to	19	Proficient
	4	to	11	Below Expectations
	0	to	3	Unsatisfactory

Comments:

Strengths	Areas to Address

Domain II: Learner-Centered Instruction

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	
1. Goals and objectives	1. ____	1. ____	1. ____	1. ____	
2. Learner-centered	2. ____	2. ____	2. ____	2. ____	
3. Critical thinking and problem solving	3. ____	3. ____	3. ____	3. ____	
4. Motivational strategies	4. ____	4. ____	4. ____	4. ____	
5. Alignment	5. ____	5. ____	5. ____	5. ____	
6. Pacing/ sequencing	6. ____	6. ____	6. ____	6. ____	
7. Value and importance	7. ____	7. ____	7. ____	7. ____	
8. Appropriate questioning and inquiry	8. ____	8. ____	8. ____	8. ____	
9. Use of technology	9. ____	9. ____	9. ____	9. ____	TOTAL
SUBTOTAL					

Total:	37	to	45	Exceeds Expectations
	23	to	36	Proficient
	7	to	22	Below Expectations
	0	to	6	Unsatisfactory

Comments:

Strengths	Areas to Address

continues

Observation Summary continued

Domain III: Evaluation and Feedback on Student Progress

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	
1. Monitored and assessed	1. ____	1. ____	1. ____	1. ____	
2. Assessment and instruction are aligned	2. ____	2. ____	2. ____	2. ____	
3. Appropriate assessment	3. ____	3. ____	3. ____	3. ____	
4. Learning reinforced	4. ____	4. ____	4. ____	4. ____	
5. Constructive feedback	5. ____	5. ____	5. ____	5. ____	
6. Relearning and reevaluation	6. ____	6. ____	6. ____	6. ____	TOTAL
SUBTOTAL					

Total:	25	to	30	Exceeds Expectations
	15	to	24	Proficient
	5	to	14	Below Expectations
	0	to	4	Unsatisfactory

Comments:

Strengths	Areas to Address

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	
1. Discipline procedures	1. ____	1. ____	1. ____	1. ____	
2. Self-discipline and self-directed learning	2. ____	2. ____	2. ____	2. ____	
3. Equitable teacher-student interaction	3. ____	3. ____	3. ____	3. ____	
4. Expectations for behavior	4. ____	4. ____	4. ____	4. ____	
5. Redirects disruptive behavior	5. ____	5. ____	5. ____	5. ____	
6. Reinforces desired behavior	6. ____	6. ____	6. ____	6. ____	
7. Equitable and varied characteristics	7. ____	7. ____	7. ____	7. ____	
8. Manages time and materials	8. ____	8. ____	8. ____	8. ____	TOTAL
SUBTOTAL					

Total:	34	to	40	Exceeds Expectations
	20	to	33	Proficient
	6	to	19	Below Expectations
	0	to	5	Unsatisfactory

Comments:

Strengths	Areas to Address

continues

Observation Summary continued

Domain V: Professional Communication

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	
1. Written with students	1. ____	1. ____	1. ____	1. ____	
2. Verbal/non-verbal with students	2. ____	2. ____	2. ____	2. ____	
3. Reluctant students	3. ____	3. ____	3. ____	3. ____	
4. Written with parents, staff, community members, and other professionals.	4. ____	4. ____	4. ____	4. ____	
5. Verbal/non-verbal with parents, staff, community members, and other professionals.	5. ____	5. ____	5. ____	5. ____	
6. Supportive, courteous	6. ____	6. ____	6. ____	6. ____	TOTAL
SUBTOTAL					

Total:	25	to	30	Exceeds Expectations
	15	to	24	Proficient
	5	to	14	Below Expectations
	0	to	4	Unsatisfactory

Comments:

Strengths	Areas to Address

Domain VI: Professional Development

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	
1. Campus/district goals	1. ____	1. ____	1. ____	1. ____	
2. Student needs	2. ____	2. ____	2. ____	2. ____	
3. Prior performance appraisal	3. ____	3. ____	3. ____	3. ____	
4. Improvement of student performance	4. ____	4. ____	4. ____	4. ____	TOTAL
SUBTOTAL					

Total:	16	to	20	Exceeds Expectations
	9	to	15	Proficient
	3	to	8	Below Expectations
	0	to	2	Unsatisfactory

Comments:

Strengths	Areas to Address

continues

Observation Summary continued

Domain VII: Compliance with Policies, Operating Procedures, and Requirements

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)	
1. Policies, procedures, and legal requirements	1. ____	1. ____	1. ____	1. ____	
2. Verbal/written directives	2. ____	2. ____	2. ____	2. ____	
3. Environment	3. ____	3. ____	3. ____	3. ____	TOTAL
SUBTOTAL					

Total:	13	to	15	Exceeds Expectations
	9	to	12	Proficient
	3	to	8	Below Expectations
	0	to	2	Unsatisfactory

Comments:

Strengths	Areas to Address

continues

Observation Summary continued

Domain VIII: Improvement of Academic Performance of All Students on The Campus

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)	
1. Aligns instruction	1. ____	1. ____	1. ____	1. ____	
2. Analyzes TAAS data	2. ____	2. ____	2. ____	2. ____	
3. Appropriate sequence	3. ____	3. ____	3. ____	3. ____	
4. Appropriate materials	4. ____	4. ____	4. ____	4. ____	
5. Monitors student performance	5. ____	5. ____	5. ____	5. ____	
6. Monitors attendance	6. ____	6. ____	6. ____	6. ____	
7. Students in at-risk situations	7. ____	7. ____	7. ____	7. ____	
8. Appropriate plans for intervention	8. ____	8. ____	8. ____	8. ____	
9. Modifies and adapts	9. ____	9. ____	9. ____	9. ____	Total
SUBTOTAL 1–9					

PLUS 10. Campus Performance Rating of: Reported only ____ Scored ____

Exemplary = 5 ____

Recognized = 4 ____

Acceptable = 3 ____

Low Performing = 3 points 75–100% of the underlined Students Groups ____

2 points 50–74% of the underlined Student Groups ____

1 point 1–49% of the underlined Student Groups ____

0 points 0% of the underlined Student Groups ____

Total Domain VIII Score:

	1st Year				2nd Year		
Total:	37	to	45	Exceeds Expectations	40	to	50
	23	to	36	Proficient	24	to	39
	7	to	22	Below Expectations	8	to	23
	0	to	6	Unsatisfactory	0	to	7

Comments:

Strengths	Areas to Address

Signature of Appraiser: ____________ *Date:* ________

My appraiser has given me a copy of this Observation Summary Report.

Signature of Teacher: ____________ *Date:* ________

Observation Summary

Signature of Appraiser: ____________ *Date:* ________

My appraiser and I have discussed this Summative Annual Appraisal Report.

Signature of Teacher: ____________ *Date:* ________

Summative Annual Appraisal

Source: Professional Development and Appraisal System, Texas Education Agency, Educator Development Projects Division, Austin, Texas.

SCORING FACTORS AND PERFORMANCE LEVEL STANDARDS

SCORING FACTORS

A. Critical attributes
B. Quality of the application
C. Quantity of time/students with whom the attributes are exhibited

A. Critical Attributes are described in the appraisal framework.

B. Scoring standards for **QUALITY for the application of:** ______________________________

	Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
SCORING STANDARDS	**Consistently shows evidence of:**	**Shows evidence of:**	**Occasionally shows evidence of:**	**Rarely/never shows evidence of:**
GUIDELINE	• strength • impact • variety • alignment	• strength • impact • variety • alignment	• strength • impact • variety • alignment	• strength • impact • variety • alignment

Strength

- depth of knowledge
- knowledge of complexity
- conceptual foundation
- clear
- accurate
- relevant

Impact

- promotes student success
- over time
- productive
- promotes student responsibility/investment
- timely
- challenging
- promotes reflection

Variety

- appropriate to meet the varied characteristics of students
- promotes engagement/learning
- appropriate to the lesson objective
- multidimensional/multiple

Alignment

- connection to a set of objectives and expectations external to the classroom
- congruent
- progression
- leads to understanding of unified whole
- appropriate to varied characteristics of students

C. Scoring Standards for **QUANTITY**

1. For criteria primarily judged by **FREQUENCY COUNTS/PERCENTAGE OF TIME.**

	Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
KEY WORDS	All/Almost All	Most	Some	Less than Half
GUIDELINES	*About 90–100%*	*About 80–89%*	*About 50–79%*	*About 49% or less*

continues

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Scoring Factors continued

2. For criteria primarily judge by **REPEATED EVIDENCE.**

	Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
KEY WORDS	All/Almost All	Most	Some/sometimes	Less than Half
GUIDELINES	Consistently:	Generally:	Occasionally:	Rarely:
	• Uniformly • See it from the beginning to the end • Highly predictable • Routines are seamless	• Common practice • Predictable • Typical • Prevalent • As a rule	• Sporadic • Random • Moderately • More often than not • Irregular • Some	• Infrequent • Nonexistent • Not attempted • Minimal • Hardly • No/none

Source: Professional Development and Appraisal System, Texas Education Agency, Educator Development Projects Division, Austin, Texas.

GUIDELINE FOR THE APPRAISAL CONFERENCE

1. Collect your thoughts.
2. Choose the right time and place.
3. Establish an understanding, helpful, and sincere atmosphere.
4. Put a premium on listening.
5. Capitalize on appraisee's strong points.
6. Avoid the "boss" complex—clarify principal/teacher role.
7. Explain the mechanics of the appraisal process.
   A. The role of the principal and teacher
   B. Classroom observation procedures
   C. Timeline for appraisal process
   D. Postobservation conferences
   E. Implementation of plan of action and successful completion
8. Provide for privacy.
9. Establish that both teacher and principal should be primarily concerned with the educational welfare of the student.
10. Be prepared to take as well as give. Allow the teacher to express opinions without fear of centure or reprisal.
11. Be conscious of appraiser's and appraisee's personalities and their effect on achievable results of the conference.
12. Strive for unity in leadership effect and action among all administration in the building.
13. Avoid asking opinions on the spot. Allow time for consideration.
14. Safeguard the confidentiality of anything requiring it.
15. Be honestly committed to the concept that all people involved in the appraisal process are members of a team working for the best interests of a good educational program.

Source: Jerry D. Will, Associate Professor & Chair, Emporia State University, Emporia, Kansas.

INTERVENTION FOR POOR PERFORMANCE

HELPING STRUGGLING TEACHERS*

In the current context of heightened accountability for schools and their leaders, educators are searching for ways to restructure, reform, or renew the whole of what we call *schooling*. One element of this improvement process is capacity building—the development of all people who serve the school, both within its walls and in the community (Fullan, 2000; Schmoker, 1999). Capacity building means training, mentoring, developing, and supporting professionals at all levels of service. As expected teacher and administrator shortages become more acute, we will need to retain, assist, and support current personnel. Marginally performing teachers will test our commitment to improvement. Administrators face the demanding challenge of maintaining high standards while offering increasing levels of assistance to individual teachers so that they can meet those expectations.

Assistance Plans

Expert opinion and empirical research indicate that 5 to 15 percent of the 2.7 million teachers in public school classrooms perform at incompetent levels (Bridges, 1992; McGrath, 1995; Tucker, 1997). We usually define incompetence as a lack of relevant content knowledge or necessary skills in such key areas as instruction and classroom management. Despite conservative estimates that 5 percent of teachers are incompetent, the termination rate—which includes resignations, dismissals of tenured teachers, and nonrenewals of probationary teachers—is less than 1 percent (Bridges, 1992; Educational Research Service, 1988).

Many principals usually use remediation to assist poorly performing teachers and view remediation procedures as an important tool for fulfilling supervisory responsibilities. Principals in one study reported that approximately half of the teachers identified as incompetent improved after participating in a remediation process. Further, those principals perceived remedial procedures to be the most important factors in an effective evaluation system (Tucker, 1997).

One specific remediation strategy is to create a plan of assistance. Although most evaluation systems offer assistance plans, few principals take advantage of them because they require time and effort to implement (McGrath, 2000). In addition, many principals do not consider using remediation except as a last resort. In those cases, remediation often fails because the principal has moved beyond wanting to help the teacher improve to wanting to simply dismiss him or her. As schools are pressured to produce greater student learning results and teacher shortages begin to make nonrenewal and dismissal less likely, assistance plans may become useful strategies for improving instruction. They offer a bridge between the demands for high quality instruction and the reality of poorly performing teachers.

Consider the case of Mrs. Bates, who has taught language arts at Holloway Middle School for more than 15 years. During her tenure, the school population has grown from 350 to 780 students. Some of her students' parents love her, but others are less enthusiastic. As student enrollment has increased, Mrs. Bates's late arrivals to class, loss of student work, and poor followup with parents have become more problematic. Although her past good evaluations reflected solid content knowledge and instructional skills, increasing numbers of parents are complaining about her disorganization and poor communication—with justification, in the principal's mind. What is the best approach in this situation? What if serious conversations about the problems have not yielded any changes? The principal in this situation decided that an assistance plan offered a means of identifying problems and provided needed support for a historically capable teacher.

Every administrator committed to taking his or her school to the next level of excellence should provide assistance to struggling teachers. They have an ethical obligation to do so because successful remediation affects many people. Students and their parents benefit because it ensures a quality educational experience. For teachers, remediation reflects the school system's concern for its teachers' professional development.

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*Source: Reprinted with permission. Pamela Tucker, "Helping Struggling Teachers," *Educational Leadership*, Vol. 58:5, pp. 52–55, Association for Supervision and Curriculum Development, © 2001. All rights reserved.

Dedicated administrators know that whole-school improvement won't happen unless everyone performs well, and helping each teacher do so is an integral part of an instructional leader's role. In addition, assistance plans take on legal importance in some states because they are required before principals can recommend teacher dismissal.

Continuum of Assistance

When educators hear about assistance plans, they may react negatively. Teachers often perceive assistance plans as the first step in a possible dismissal case instead of the final step in a continuum of assistance that is embedded in the supervisory process. If the supervisory process is characterized by high expectations for all staff and ongoing, direct, and specific feedback and support, teachers will view the offer of assistance with great trust.

The first step in a fair evaluation process is the clear and explicit explanation of job expectations. Principals often underestimate the value of articulating their beliefs about what good teaching involves. Most individuals want to meet expectations if they have a clear understanding of them. Teachers new to the system and their principals may need to discuss the job expectations: What does "positive student rapport" mean in a given setting? What is the expected level of collaboration? How much technology should teachers use? Describing and supporting school norms prevent future misunderstandings and help staff accept judgments about performance as part of the school's evaluation process. Once expectations are clear, the normal supervisory process with observation and feedback can take place.

If concerns arise during formal or informal observations, principals can provide oral feedback and suggestions to teachers. Most teachers respond positively to this level of guidance. If oral feedback does not lead to improvements, written feedback is the next step. A written note or observation summary often offers greater clarity and weight than oral feedback and can spur changes. If the teacher still fails to improve in the identified areas, written reprimands can define problems in terms of job-related expectations and the need for improvement in meeting those expectations. At this point, an assistance plan will help clarify performance concerns and expected changes and will help determine possible interventions and a timeline.

Assistance Plan Components

Plans of assistance typically have at least six components: a definition of the problem, a statement of objectives, intervention strategies, a timeline, procedures to collect data, and a final judgment. The plan should match the needs of the individual and the school. What works for one teacher will not necessarily work for others, even in the same school or with similar problems.

Definition of the problem. Describing the teacher's precise problem or problems is the most difficult aspect of the remedial process but is fundamental to determining the other components of the assistance plan. Relate the identified problems to the district's evaluation criteria. Focus on key concerns that apply to a variety of situations.

In the case of Mrs. Bates, for example, at least three problem statements would be appropriate to address late arrivals to class, disorganization, and poor communication with parents. Such statements might read as follows:

- Mrs. Bates arrives late to one or more classes several times each week, leaving students unsupervised in her room.
- Mrs. Bates does not return papers to students promptly—within three to five days. As a result, students are not receiving timely, corrective feedback.
- According to a dozen parent complaints during the past two years, Mrs. Bates does not consistenly return phone calls or answer requests for information.

Statement of objectives. If a current behavior is defined as the problem, then the statement of objectives or goals should reflect what future or improved behavior should look like. State what is required for the teacher to be retained. The objectives should be fair and reasonable, and they should describe a permanent pattern of teacher behavior.

Possible objectives for Mrs. Bates would be:

- Mrs. Bates arrives for all classes before the beginning of each scheduled class period.
- Mrs. Bates regularly returns papers to students in three to five days.
- Mrs. Bates responds in a timely fashion—usually within one or two days—when parents contact her.

Intervention strategies. Intervention possibilities range from assigning the teacher formal course work to asking a mentor to work with the teacher. Typical strategies include changes in the teaching assignment, observations and feedback from content specialists, demonstrations and assistance by master teachers, visits to other classrooms, reference materials, course work, and district-based topical workshops. Teachers should play a central role in determining the most useful intervenion strategies for their circumstances.

Possible interventions for Mrs. Bates would depend on the reasons for the problems that the administrator defined earlier. For example, Mrs. Bates's problems suggest that she needs help with organizational skills. Receiving assistance from a better organized, respected colleague or attending a time management course might be useful interventions.

Timeline. Develop a reasonable and firm timeline for the teacher to meet each objective. More complex problems may require more time. But in cases where the problem has serious implications for students, shorter timelines are appropriate. Assistance plans typically last for up to one year.

An appropriate timeline to assess improvement in Mrs. Bates's case might be 9 to 12 weeks. Her principal might extend the timeline for an additional 9- to 12-week period to ensure that Mrs. Bates has established a new work pattern.

Procedures to collect data. The principal should collect and organize data from multiple sources, including the teacher. For example, ask assistant principals or principals from other schools to observe the teacher. Use measures of student learning and feedback from parents and colleagues to create a complete picture of the teacher's performance. The challenge in the data collection process is to be objective, factual, and nonjudmental.

Possible data collection strategies in Mrs. Bates's case would be:

- Promptness to class, as observed by the principal or assistant principal and/or described in a personal, written log of when she arrived.
- Management of paper, as evidenced by principal or assistant principal observations and/or a survey of students.
- Parent contact, as demonstrated in a record kept by Mrs. Bates of when parents contacted her and when and how she responded, or by parent feedback.

Final judgment. Once the principal collects the data, he or she must make a final judgment of whether the teacher has attained the plan's objectives. The principal must decide whether the teacher has exhibited a new pattern of behavior that meets the objectives, whether the plan must be continued with some modifications, or whether there is justifiable cause for dismissal. Fortunately, far more teachers meet their plans' goals than need to be dismissed (Tucker, 1997). Principals must provide supporting evidence to substantiate their final recommendations.

Advice for Administrators

Like teachers, administrators can find remediation to be difficult and stressful. The following suggestions can help administrators as they work with struggling teachers.

- *Establish a support team.* Principals need both technical and emotional support in the challenging process of working with underperforming teachers. Diagnosing and labeling problem areas—a key component of the assistance plan—may require additional input or confirmation from content specialists. Ask the central office or more experienced colleagues for assistance. In addition, principals need support in remaining optimistic and constructive even when the teacher may not be open or responsive to assistance (Painter, 2000).
- *Invite teacher participation.* Ultimately, the teacher needs to change some aspect of his or her teaching approach, so the assistance plan must include preferred intervention strategies and timelines that meet the teacher's needs. The principal is responsible for the completeness and integrity of the assistance plan, but honest collaboration with the teacher in identifying problems, instructional goals, and intervention strategies will help the teacher succeed.
- *Focus the assistance plan.* A laundry list of problems can overwhelm everyone involved in the assistance process, especially the teacher. Make every attempt to identify two to four fundamental problems and focus remedial efforts on those areas. Any problem that would make an administrator question retention, however, should be included. For example, in Mrs. Bates's class, if she arrives late to class *and* is unprepared to teach, the

principal must address the lack of preparation. The principal cannot assume that if Mrs. Bates arrives to class on time, she will be better prepared to teach than had she been late. Lack of preparation is just as serious, if not more so, than the late arrivals to class.

- *Give the teacher a letter of notice.* Teachers have a right to be notified about performance concerns and the potential consequences if those concerns are not corrected. Provide such notice through oral and written communication. Putting such information in writing alerts the teacher that the situation is serious. It also provides necessary documentation for the record.
- *Write all documentation with a third-party reader in mind.* Clearly describe observed behavior and actions and how they affect students, parents, and other staff. The more specific and measurable the documentation, the more it informs the improvement process. Concrete feedback on performance is often missing in routine evaluation, but it is crucial in the remediation process. People cannot change unless they understand the precise nature of the problems. If remediation is not successful, rich, descriptive language is also crucial for documenting all events leading up to a recommendation of dismissal or nonrenewal.

Plans of assistance can help administrators formalize the communication process with teachers around the issue of instructional improvement. Such plans offer structure, clarity of purpose, and assistance that go beyond traditional supervision. The remediation process requires a substantial investment of effort by both the teacher and the administrator, but has the potential to yield substantial benefits for all concerned parties, especially students.

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TEACHER IMPROVEMENT TIPS

The following ten tips are drawn from the advice given by first-year and veteran teachers.

1. Plan relentlessly. Create backup plans and plans for teaching students of varying abilities.
2. Set high, consistently reinforced expectations for behavior and academic performance.
3. Show and require respect in the classroom at all time.
4. Reach out to parents and your administration, preferably early and *before* a problem arises.
5. Consider participating in an extracurricular activity, which strengthens relationships with students and can be enjoyable as well.
6. Seek mentors, team teaching assignments, and regular exchanges with fellow first-year teachers.
7. Be flexible and ready for surprises. For example, one teacher was assigned a classroom of students from kindergarten through fourth grade.
8. Work closely with counselors or other school personnel authorized to respond to children's social problems.
9. Take care of yourself physically and spiritually.
10. Love learning, love kids, and love teaching!

Source: U.S. Department of Education, Washington, D.C.

SIGNS OF A POTENTIAL PERFORMANCE PROBLEM

Performance problems usually don't crop up overnight. If you watch closely, you might pick up on some actions that indicate a problem is brewing. Here are common things that alert principals a teacher may be in need of some help to avoid a big performance problem down the road. Here's what to watch for:

- Late for work
- Leaving school early at the end of the day
- Missing lunchroom, hallway, or playground duty
- Not completing lesson or unit plans
- Not cooperating with team teachers
- Not attending or participating in faculty meetings
- Avoiding sharing ideas with other teachers informally
- Neglecting to develop new units and lessons
- Overuse of films, videos, and worksheets
- Not handing back student assignments promptly
- Showing poor attitude—lacking initiative, low morale
- Receiving more than average parent complaints
- Poor classroom management
- Using inappropriate language during the school day
- Not completing paperwork for the district in a timely manner
- Being disrespectful to parents during conferences
- Not covering appropriate subject matter for a particular class or grade-level
- A large percentage of a class failing a subject
- Doing only the bare minimum to get by
- Bulletin boards don't change throughout the year
- No plans ready if an emergency substitute is needed
- Never attending after-school activities to show support for students
- Showing severe outbursts of temper
- Overuse of sick time

Source: Darla Struck, *Effective Teacher Evaluations: A Guide for Principals*, Aspen Publishers, Inc., © 1994.

ASSISTING MARGINAL TEACHERS: A TRAINING MODEL*

Rogus and Nuzzi (1993) identify these common behaviors of marginal teachers that have "negative or questionable impact on student learning":

- Failure to create an appropriate classroom atmosphere
- Lack of personal insight and motivation
- Unwillingness to accept responsibility for problems

The first of these is the most crucial because a teacher's primary responsibility is to ensure that students are learning. Teachers who are not performing in the other two areas may be seen as poor team players and lacking positive attitudes, but these alone usually do not warrant poor evaluations or recommendations for improvement.

Let's examine each of these behaviors.

Failure to Create Appropriate Classroom Atmosphere

Teachers who are unable to establish an environment conducive to learning are usually those whose classes are often out of control, with little or inconsistent discipline. Weak lesson plans combined with ineffective delivery styles lead to poor learning outcomes for students.

Administrators often face a moral dilemma in placing students in these classrooms, especially in the primary grades. Sad to say, the placement decision is frequently based on which parents show up in the principal's office to complain. Children without assertive parents can usually be found in the classrooms of marginal teachers.

Lack of Personal Insight and Motivation

Marginal teachers many times seem to have no sense of what they are doing wrong or how to remedy problems. Their lack of teaching skills often elicits inappropriate responses from students, parents, and staff.

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*Source: Cleaster M. Jackson, "Assisting Marginal Teachers: A Training Model," *Principal*, Vol. 77:1, National Association of Elementary School Principals, © September 1997.

Their lack of motivation is usually evidenced by an unwillingness to volunteer or to participate in extracurricular activities. These teachers seldom seek additional training, and their teaching lacks creativity and stimulation.

Unwillingness To Accept Responsibility

Ehrgott et al. (1993) note that marginal teachers may be reluctant to look at problem areas because they "have become accustomed to receiving satisfactory evaluations in the past. It is no wonder that they become defensive when presented with negative evaluations or other efforts that suggest that there is any type of problem with their work."

This defensiveness makes it hard for principals to provide a foundation for needed changes or improvements. Negative attitudes, often backed by strong teacher associations and powerful contract provisions, make for an adversarial climate that is nonproductive for both teachers and administrators.

When Mentoring Doesn't Work

Mentoring and intern programs have proven successful in helping new teachers adjust. For example, of the 1,141 new teachers assisted by the Toledo Public Schools Intern Program, only 6 percent failed to successfully complete their probationary period (Rogus and Nuzzi, 1993). Most new teachers, however, are not considered marginal, and they are usually given limited contracts and are not extended if their performance is unsatisfactory.

But veteran teachers who are having problems often resist the idea of being assisted by mentors, who are usually teachers in the same building. Other factors, such as age, relationship between teacher and mentor, cultural differences, and the way in which assistance is perceived, may impact on the effectiveness of mentors working with marginal teachers.

Even the best mentor programs often fail to meet the needs of marginal teachers. For example, the Seattle School District has received high marks for its STAR mentor program, designed to improve the quality of instruction through peer assistance. In the 1994–1995 school year, 241 new teachers and 20 experienced teachers entered the program. But while 174 of the new teachers successfully completed the program, only three of the 20 experienced teachers did so.

When Improvement Plans Don't Work

Another approach to working with marginal teachers is to develop an improvement plan. This is a written document, usually prepared by the principal, that identifies concerns and prescribes solutions. But the best written plans are useless without adequate support, and many principals feel they lack the time, skill, and training to provide that support to marginal teachers.

Building a Collaborative Training Program

Before an effective training program for marginal teachers can begin, the district must be committed to providing all available resources, and principals, teachers, and teacher unions must see the program as a positive experience that promotes professional and personal growth.

Although the following model is not a panacea that will change the performance of all marginal teachers, it can be a useful tool with which to address their problems. It also gives principals assistance in meeting their evaluation responsibilities by providing them with the documentation, intervention, and training needed to help teachers improve their performance.

Assessment

District administrators must work collaboratively with principals, teachers, and teacher unions to develop an assessment tool that identifies critical areas of teacher performance. Districts must also look at previously identified problem areas in order to document improvement needs.

Training

Teachers should have the option of choosing convenient schedules for training sessions, which would provide adequate time to cover content areas and practice new skills. If necessary, release time could be offered during the school day. It is important that this training should not be seen as being solely directed at marginal teachers. Other teachers who would like to improve or enhance their skills should be encouraged to attend these sessions.

The training sessions, conducted by master teachers, district administrators, university faculty, and specialists, must be interesting and highly motivating so as not to be perceived as a waste of time by the participants. A low teacher-instructor ratio will ensure that small group and individualized instruction can be tailored to meet participants' needs.

Step-by-step instruction should use methods and materials that encourage creativity, organization, and transfer of skills to the classroom. Workshop materials should be available for teachers to use in their own classrooms, and teachers also could receive continuing educational units (CEUs), required to retain certification in many states.

Evaluation

Periodic program evaluations serve to fine-tune the training model by providing input from teachers and administrators. The evaluations should address such questions as: Did the sessions provide new knowledge that is applicable to the classroom? Have teachers noted improvement in student performance? Have principals noted improvement in teacher performance? Have the sessions addressed participants' needs? How does this training compare to existing inservice training?

Due to the diversity of evaluation policies and the provisions of teacher contracts, any decision to link training to teacher evaluations should be made at the district level.

Both teachers and principals could benefit from a collaborative training program that offers marginal teachers an opportunity to receive support while addressing their ineffective practices. Such a win-win situation provides the ultimate reward all children receiving quality education from effective teachers.

REFERENCES

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Rogus, J.F., and Nuzzi, R.J. (1993). "Helping the Marginal Teacher." *NASSP Practitioner* 20:1.

Seattle Public Schools and Seattle Education Association (1995). *STAR: Staff Training Assistance and Review* (brochure).

Intervention Plan for Teacher in Need of Assistance

Name: ______________________ Appraiser: ______________________

Campus: ______________________ Assignment/Grade: ______________

Period of Intervention: From: ____________ To: ____________

1. Domain(s) in which the teacher is in need of assistance.

2. Professional improvement activities and dates for completion.

3. Evidence that will be used to determine that professional improvement activities have been completed.

4. Directives for changes in teacher behavior and timelines.

5. Evidence that will be used to determine if teacher behavior has changed.

______________________ Signature of Appraiser	______________________ Date
______________________ Signature of Principal	______________________ Date
My appraiser, principal, and I have discussed this intervention plan. My signature does not indicate whether I agree or disagree with this plan.	
______________________ Signature of Teacher	______________________ Date

Source: Professional Development and Appraisal System, Texas Education Agency, Educator Development Projects Division, Austin, Texas.

Intervention Plan Follow-Up

Name: ______________________ Appraiser: ______________________

Campus: ______________________ Assignment/Grade: ______________________

Period of Intervention: From: ____________ To: ____________

This plan has been successfully completed. _____

This plan has not been successfully completed. _____

This plan was not successfully completed for the following reasons:

Further action to be taken:

______________________________ ______________________________
Signature of Appraiser Date

______________________________ ______________________________
Signature of Principal Date

My appraiser and I have discussed the evaluation of the completion of this plan. My signature does not indicate whether I agree or disagree with the evaluation of this plan.

______________________________ ______________________________
Signature of Teacher Date

Source: Professional Development and Appraisal System, Texas Education Agency, Educator Development Projects Division, Austin, Texas.

SUPERVISORY ASSISTANCE CYCLE

LEVEL ONE: SUPERVISORY ASSISTANCE

The Supervisory Assistance Cycle is designed for staff members who are experiencing difficulty and need greater support in order to be successful. The purpose of the Supervisory Assistance Cycle is to provide guided assistance to staff members with identified weaknesses.

Procedures for Supervisory Assistance

If the evaluator has concerns about a staff member's performance and feels he/she needs greater support to be successful, he/she will notify the staff member that he/she is being placed on the Supervisory Assistance Cycel. The Superintendent and Assistant Superintendent will be notified immediately when a staff member is placed on the Supervisory Assistance Cycle.

The Supervisory Assistance Cycle will include the following steps:

1. Notice—The evaluator will provide formal written notice of dissatisfaction with the staff member's performance. This notice must be specific as to what the concern(s) is and why it is considered to be unsatisfactory performance.
2. Target Setting—The evaluator has the responsibility to identify the specific behaviors that the staff member must develop which will demonstrate that he/she is competent in the areas that were considered unsatisfactory.
3. Action Plan—An action plan must be completed and implemented to improve the identified areas of weakness. Failure to conscientiously follow the action plan will result in placement on the Intensive Assistance Cycle.
4. Assistance—The evaluator is to offer reasonable assistance so that the staff member can improve his/her performance in the areas that were considered unsatisfactory. The assistance may include, but is not limited to, positive suggestions, resource materials, professional development opportunities, referral to other individuals, and peer coaching. A time frame that allows the staff member adequate opportunity to improve his/her performance must be stated.
5. Observation/Conference—The evaluator has the responsibility to monitor the staff member's progress in achieving the target(s) established for performance improvement.
6. Resolution—A written statement must be included on the Supervisory Assistance Evaluation Form indicating that performance in the areas considered to be unsatisfactory has improved and will continue to be monitored on the Appraisal Cycle. If performance remains unsatisfactory, the staff member will be placed on the Intensive Assistance Cycle.

LEVEL TWO: INTENSIVE ASSISTANCE

If the evaluator has serious concerns about a staff member's performance and in his/her opinion the staff member is not meeting performance standards, he/she will notify the staff member that he/she will be placed on Intensive Assistance Cycle. A special form entitled Intensive Assistance Evaluation will be issued to the staff member to advise him/her that the evaluation will continue and improvement in performance must be shown, or the results will be possible termination of employment.

The Superintendent and Assistant Superintendent will be notified immediately when a staff member is placed on Intensive Assistance Evaluation and will receive a copy of the Intensive Assistance Evaluation Form.

The Intensive Assistance Cycle will include the following steps:

1. Notice—The evaluator will provide formal written notice of dissatisfaction with the staff member's performance. This notice must be specific as to what the concern(s) is and why it is considered to be unsatisfactory performance.
2. Target Setting—The evaluator has the responsibility to identify the specific behaviors that the staff member must develop which will demonstrate that he/she is competent in the areas that were considered unsatisfactory.
3. Action Plan—An action plan must be completed and implemented to improve the identified areas of weakness. Failure to conscientiously follow the action plan will result in termination of contract.
4. Assistance—The evaluator is to offer reasonable assistance so that the staff member can improve his/her performance in the areas that were considered unsatisfactory. The assistance may include, but is not limited to, positive suggestions, resource materials, referral to other individuals, and peer coaching. A time frame that allows the staff member adequate opportunity to improve his/her performance must be stated.

continues

Supervisory Assistance Cycle continued

5. Observation/Conference—The evaluator has the responsibility to monitor the staff member's progress in achieving the target(s) established for performance improvement.

6. Resolution—A written statement must be included on the Supervisory Assistance Evaluation Form indicating that performance in the areas considered to be unsatisfactory have improved and will continue to be monitored on the Appraisal Year Cycle. If performance remains unsatisfactory, termination may result.

Courtesy of Montville Public Schools, Montville, Connecticut.

Supervisory Assistance Evaluation Form

Staff Member: ______________________ School Year: ______________

Assignment: ______________________ School: ______________

Evaluator: ______________________

The purpose of the Supervisory Assistance Cycle is to provide guided assistance to staff members with identified weaknesses. This is formal written notice that there are specific concerns with your performance.

A copy of this form will be given to the Superintendent, Assistant Superintendent, and the staff member, and the original will be filed in the staff member's personnel folder for referral by the evaluator when the Summative Evaluation is written. Within five school days, the staff member must sign this form. During this time, the staff member may attach a statement to this form.

Concerns and reasons for placement on Supervisory Assistance:

Target Setting:

Action Plan/Time Frame:

Resolution:

______________________ Signature of Staff Member Signifying that he/she has seen this form but does not necessarily agree with it	____________ Date	______________________ Signature of Evaluator

Courtesy of Montville Public Schools, Montville, Connecticut.

Intensive Assistance Evaluation Form

Staff Member: ______________________ School Year: ______________

Assignment: ______________________ School: ______________

Evaluator: ______________________

The purpose of the Intensive Assistance Cycle is to continue the evaluation process. This is formal written notice that improvement in performance must be shown, or the result will be termination of employment.

A copy of this form will be given to the Superintendent, Assistant Superintendent, and the staff member, and the original will be filed in the staff member's personnel folder for referral by the evaluator when the Summative Evaluation is written. Within five school days, the staff member must sign this form. During this time, the staff member may attach a statement to this form.

Concerns and reasons for placement on Intensive Assistance:

Target Setting:

Action Plan/Time Frame:

Resolution:

Signature of Staff Member Signifying that he/she has seen this form but does not necessarily agree with it	Date	Signature of Evaluator

Courtesy of Montville Public Schools, Montville, Connecticut.

SAMPLE PEER ASSISTANCE AND REVIEW PROGRAM

WHAT IS PEER ASSISTANCE AND REVIEW (PAR)?

Peer Assistance and Review (PAR) is a collaborative effort by the San Francisco Unified School District (SFUSD), the teachers' union (UESF) and the administrators' union (UASF) to support and renew quality teaching in every classroom. Master teachers provide peer support and review to new and underperforming permanent teachers. The UESF, UASF, and SFUSD all support PAR's strong, collaborative approach to teacher support and accountability.

WHO WILL PARTICIPATE IN PAR?

PAR will serve two populations of teachers in 2000–2001: some new K–12 teachers, and tenured K–12 teachers with less than satisfactory summary evaluations in 1998–1999 and/or 1999–2000.

WHO WILL PROVIDE ASSISTANCE AND REVIEW TO PAR PARTICIPANTS?

PAR will hire master teachers through an intensive **application process** to serve as full-time peer coaches for PAR participants. Coaches will be experienced SFUSD teachers with excellent performance records, who will be trained to provide intensive, one-on-one support and review to teachers in the areas of curriculum, instruction, management, and assessment. Coaches will use the San Francisco Teaching Standards to assess teacher performance.

WHO CAN BECOME A PEER COACH?

Peer Coach positions will be open to all who are eligible to apply. Applicants must have at least five years full-time SFUSD classroom teaching experience in their credential area, with outstanding and/or highly satisfactory summary evaluations. Applicants must also have prior experience in a mentor, coach, or support role to other teachers. Applicants should also have excellent organization and communication skills. The coach position is a two- or three-year contract.

WHAT WILL COACHES DO?

The peer coach will spend 20 hours and more each semester working with up to 12 teachers to whom they are assigned. Their first job is to teach and provide guidance. Second, the coaches must provide feedback to each of the people with whom they work. Third, coaches will help teachers observe others and find useful resources. Fourth, the coaches will make a recommendation to the PAR Panel that the teacher has or has not met standards. The goal of PAR is to support all participating teachers to meet the performance standards and objectives set out at the beginning of the PAR process.

DO COACHES GET ANY EXTRA PAY?

PAR coaches receive an annual stipend of $5,000, half to be paid at the end of each semester. Coaches serve five days each year in addition to regular teacher contract days. Any days beyond the five will be compensated on a per-diem basis.

WHO RUNS THE PAR PROGRAM?

The PAR Panel is the decision-making body of the program. Nine people sit on the Panel, five teachers (including the UESF President) and four administrators (including the Assistant Superintendent of Human Resources). The panel selects and supervises the peer coaches and is charged with making reelection and termination recommendations to the superintendent. If issues come to a vote, panel decisions require six votes to pass.

HOW IS THE PAR PANEL SELECTED?

The UESF president appoints, and the Executive Board approves, the five teacher panel members. The superintendent appoints the four administrator panel members.

HOW WILL PARTICIPATING TEACHERS' PERFORMANCE BE MEASURED?

Peer coaches will use the San Francisco Teaching Standards to assess the performance of teachers in PAR. The UESF and the District agreed to adopt the San Francisco Teaching Standards (still under revision), which have been developed by a joint UESF-UASF-SFUSD task force empowered by the new contract to develop a new evaluation system for the District. The San Francisco Teaching Standards have been adapted from the California Standards of the Teaching Profession to reflect a greater sensitivity to diversity and to the needs of English language learners. The San Francisco Teaching Standards are the first common standard of teaching quality to be applied throughout the SFUSD.

continues

Peer Assistance continued

WHAT HAPPENS AT THE END OF THE PAR PROCESS?

The peer coach makes a summary report to the PAR Panel of the teacher's progress on the action plan, as well as on the classroom observations. The PAR Panel recommends to the Superintendent whether or not the teacher has made sufficient progress to merit continued employment.

CAN TEACHERS PLACE OTHER TEACHERS INTO PAR?

No. First, only new teachers and permanent teachers who are rated below standard will be included. Tenured teachers will only be placed into PAR for 2000–2001 if they have received a summary unsatisfactory evaluation for 1999–2000, or summary needs improvement evaluations in both 1998–1999 and 1999–2000. All evaluation cycles must have been conducted according to the provisions of Article 16 of the UESF-SFUSD contract. Second, all coaches and panel members will be expected to declare potential conflicts of interest. The panel's responsibility is to make certain that no one enters the PAR program for reasons other than classroom performance.

WHAT ABOUT CONFIDENTIALITY?

All interactions between the coach and teacher will be confidential. The peer coach will write confidential monthly progress reports to the PAR Panel and the site principal. The discussions and recommendations of the PAR Panel will be confidential.

Courtesy of San Francisco Unified School District, San Francisco and the United Educators of San Francisco, California.

Chapter 4

Professional Development

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- Stakeholder Group Self-Assessment of Implementation of National Staff Development Council (NSDC) Standards 4:2
- Essential Characteristics of Professional Development. 4:8

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PROGRAM DEVELOPMENT

REVISED NATIONAL STAFF DEVELOPMENT COUNCIL (NSDC) STANDARDS FOR STAFF DEVELOPMENT

CONTEXT

Learning Communities: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

Leadership: Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

Resources: Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

PROCESS

Data-Driven: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Evaluation: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

Research-Based: Staff development that improves the learning of all students prepares educators to apply research to decision making.

Design: Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

Learning: Staff development that improves the learning of all students applies knowledge about human learning and change.

Collaboration: Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

CONTENT

Equity: Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for students' academic achievement.

Quality Teaching: Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Family Involvement: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Source: Copyright © National Staff Development Council, 2001. All rights reserved.

Stakeholder Group Self-Assessment of Implementation of National Staff Development Council (NSDC) Standards

Purpose: Determine a group's perception of the current state of implementation of the NSDC Standards for Staff Development. The assessment can be used to reveal strengths as well as areas for improvement.

Because of the value in obtaining multiple perspectives, the self-assessment will be most useful if several members of a group complete the survey and share their responses. Stakeholder groups that might use this self-assessment include district staff development committees, school boards, school-based staff development committees, whole faculties, and school improvement teams.

Preparation: Prepare enough copies of the Self-Assessment and the Scoring Guide so that each participant has [illegible] or her own copy. Prepare a poster-size copy of the Scoring Guide and be prepared to display it in the meeting room.

Time: **Part I:** 15 to 20 minutes
Part II: 90 minutes to 2 hours
Part III: 1 to 3 hours

DIRECTIONS TO THE FACILITATOR

Part I: Complete the Assessment

1. Have each individual complete the Self-Assessment alone.
2. Ask participants to record their responses on the scoring guide.

Part II: Analyze the Data

Analyze the data in two ways: Average Score and Score Distribution.

Average Score

1. Display the poster-size copy of the Scoring Guide on the meeting room wall. When participants have completed their individual scoring, ask them to transfer their scores to the poster-size scoring guide. Group members can do this by making hatch marks, posting colored dots, making *X*s in the appropriate places, or using any other method the facilitator devises.
2. Select a participant or a group to compute the average score for each question and then for each standard.
3. Create a list that rank orders the standards from highest to lowest.

Score Distribution

1. Direct participants' attention to the poster-size scoring guide, which now shows the distribution of the scores. Ask them to consider whether there is common agreement or disagreement of group member opinions. For example, an average of 3.0 could occur because all participants responded "Neutral" (3.0). But the statement could also average 3.0 if half the group responded "Strongly Disagree" (1.0) and half responded "Strongly Agree" (5.0). Wide distribution indicates *disagreement* concerning the statement. This kind of skewed distribution would require further conversation, for there was not agreement among group members.
2. On the ranking list, the facilitator should highlight standards with a wide distribution of scores. Encourage participants to discuss these standards by asking questions such as:
   - Why did you score this statement as a 1 or 5?

continues

Stakeholder Group Self-Assessment continued

- Can anyone provide additional information concerning implementation of this standard in the school or district?
- Does anyone want to change the score based on this new information?

Part III: Determine Strengths and Areas of Improvement

1. Lead a group discussion to reach a consensus about which three or four standards should be given priority in an improvement plan. The goal should be to identify the standard that, if improved, would have the greatest potential for making improvements in the school or district. For example, training in collaboration is important, but ensuring that all major staff development initiatives include an evaluation component might signal a greater change within the school system. The group might consider two standards that represent strengths in the school or district and two standards that require significant attention.
2. The group could then create an action plan for the implementation of the priority standards.

STAKEHOLDER GROUP SELF-ASSESSMENT OF IMPLEMENTATION OF STANDARDS

Name (Optional) ______________________ School or District ______________

Determine whether the school or district is the focus for your answers. Indicate whether you agree or disagree with each statement.

	Not sure	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Learning Communities						
1. In this school/district, small learning teams are a primary component of the staff development plan.	0	1	2	3	4	5
2. In this school/district, all teachers are part of ongoing, school-based learning teams that meet several times a week to plan instruction, examine student work, and/or solve problems.	0	1	2	3	4	5
3. In this school/district, school faculties and learning teams focus on school and district goals.	0	1	2	3	4	5
Leadership						
4. In this school/district, collective bargaining agreements (teacher contracts), calendars, daily schedules, and incentive systems support staff development.	0	1	2	3	4	5
5. In this school/district, leaders recognize staff development as a key strategy for supporting significant improvements.	0	1	2	3	4	5
6. In this school/district, administrators and teacher leaders develop knowledge and skills necessary to be staff development leaders.	0	1	2	3	4	5

continues

Stakeholder Group Self-Assessment continued

Resources						
7. In this school/district, staff development occurs primarily during the school day.	0	1	2	3	4	5
8. In this school/district, at least 10 percent of the district's budget is dedicated to staff development.	0	1	2	3	4	5
9. In this school/district, 25 percent of an educator's workday is used for staff development.	0	1	2	3	4	5
Data-Driven						
10. In this school/district, data on student learning provide focus for staff development efforts.	0	1	2	3	4	5
11. In this school/district, teachers gather evidence of improvements in student learning in their classrooms to determine the effects of their staff development on their students.	0	1	2	3	4	5
12. In this school/district, data are disaggregated to ensure equitable treatment of all subgroups of students.	0	1	2	3	4	5
Evaluation						
13. In this school/district, various types of evidence are used to improve the quality of staff development (formative evaluation).	0	1	2	3	4	5
14. In this school/district, various types of evidence are used to determine whether staff development achieved its intended outcomes (summative evaluation).	0	1	2	3	4	5
15. In this school/district, the evaluation of staff development consistently includes all of the following: data concerning knowledge gained by participants, level of implementation, and changes in student learning.	0	1	2	3	4	5
Research-Based						
16. In this school/district, staff development prepares educators to be skillful users of educational research.	0	1	2	3	4	5
17. In this school/district, teams of teachers and administrators methodically study research before adopting improvement strategies.	0	1	2	3	4	5
18. In this school/district, pilot studies and action research are used when appropriate to test the effectiveness of new approaches when research is contradictory or does not exist.	0	1	2	3	4	5

continues

Stakeholder Group Self-Assessment continued

Design						
19. In this school/district, educators participate in a variety of learning strategies to achieve staff development goals.	0	1	2	3	4	5
20. In this school/district, technology supports educators' individual learning.	0	1	2	3	4	5
21. In this school/district, a variety of follow-up activities follow every major change initiative.	0	1	2	3	4	5
Learning						
22. In this school/district, staff development learning methods mirror, as closely as possible, the methods teachers are expected to use with their students.	0	1	2	3	4	5
23. In this school/district, staff development regularly offers opportunities to practice new skills and receive feedback on the performance of those skills.	0	1	2	3	4	5
24. In this school/district, staff development leaders gather and use information about individuals' concerns about staff development initiatives to design interventions and follow-up strategies.	0	1	2	3	4	5
Collaboration						
25. In this school/district, staff development prepares educators to be skillful members of various groups (for instance, school improvement committees, grade level teams).	0	1	2	3	4	5
26. In this school/district, staff development provides educators with the skills necessary to surface and productively manage conflict.	0	1	2	3	4	5
27. In this school/district, staff development prepares educators to use technology to collaborate.	0	1	2	3	4	5
Equity						
28. In this school/district, educators learn how to create schoolwide practices that convey respect for students, their families, and students' cultural backgrounds.	0	1	2	3	4	5
29. In this school/district, staff development prepares educators to establish learning environments that communicate high expectations for the academic achievement of all students.	0	1	2	3	4	5
30. In this school/district, educators learn how to adjust instruction and assessment to match the learning requirements of individual students.	0	1	2	3	4	5

continues

BEST COPY AVAILABLE

Stakeholder Group Self-Assessment continued

Quality Teaching						
31. In this school/district, teachers have many opportunities to develop deep knowledge of their content.	0	1	2	3	4	5
32. In this school/district, staff development expands teachers' instructional methods appropriate to specific content areas.	0	1	2	3	4	5
33. In this school/district, staff development teaches classroom assessment skills that allow teachers to regularly monitor gains in student learning.	0	1	2	3	4	5
Family Involvement						
34. In this school/district, staff development prepares leaders to build consensus among educators and community members concerning the overall mission and goals for staff development.	0	1	2	3	4	5
35. In this school/district, staff development prepares educators to create relationships with parents to support student learning.	0	1	2	3	4	5
36. In this school/district, technology is used to communicate with parents and the community.	0	1	2	3	4	5

continues

Stakeholder Group Self-Assessment continued

SCORING GUIDE

Context

Learning Communities

1.____
2.____
3.____
Average score: ____

Leadership

4.____
5.____
6.____
Average score: ____

Resources

7.____
8.____
9.____
Average score: ____

Process

Data-Driven

10.____
11.____
12.____
Average score: ____

Evaluation

13.____
14.____
15.____
Average score: ____

Research-Based

16.____
17.____
18.____
Average score: ____

Design

19.____
20.____
21.____
Average score: ____

Learning

22.____
23.____
24.____
Average score: ____

Collaboration

25.____
26.____
27.____
Average score: ____

Content

Equity

28.____
29.____
30.____
Average score: ____

Quality Teaching

31.____
32.____
33.____
Average score: ____

Family Involvement

34.____
35.____
36.____
Average score: ____

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ESSENTIAL CHARACTERISTICS OF PROFESSIONAL DEVELOPMENT

To increase student performance and success according to the high, worthy standards set by this school district, we believe a professional development program must be:

1. **Results-oriented**—emphasizing improved performance throughout the organization on the part of students, the staff, and the organization.
2. **Coherent**—aligning professional development priorities with district and site priorities reflected in strategic and program improvement plans.
3. **Comprehensive**—providing organized, continuous opportunities to meet district, site, and individual short- and long-range goals.
4. **Developmental**—responding to adult education and career development needs of all staff.
5. **Differentiated**—reflecting the different ways in which individuals learn and change.
6. **Diverse**—providing a range of options supporting district, building, and individual goals and priorities.
7. **Responsive**—adapting to changing needs and priorities, new information, and evaluation data.
8. **Systematic**—coordinating organizational change with individualized learning while focusing on high leverage points in the system that have a positive ripple effect throughout the district.
9. **Supportive**—promoting collaboration among all stakeholders in the process of improving the performance of students, staff, and the organization.
10. **School-oriented**—building capacity at the school level to sustain work to improve the performance of the students and staff.
11. **Productive**—producing results through the efficient use of time and resources. Technology is one factor that can increase productivity of professional development.

Courtesy of Ridgefield Public Schools, Ridgefield, Connecticut.

ESTABLISHING AND MONITORING GOALS

Choosing an Area of Focus for a Professional Growth Plan

Some options for teachers on which to focus their Professional Growth Plan are:

- *Effective Instruction*
  Effective instruction recognizes that all students can learn challenging and complex content.
  Effective instruction should focus on the impact upon student learning.
- *Instructional Techniques and Models of Teaching*
  Instructional techniques refer to the repertoire of techniques, such as cooperative learning structure and group strategies, that teachers use in the instruction of students. Effective teachers should have 25 to 30 teaching strategies at their disposal.
- *Classroom Management*
  Classroom management refers to the entire range of teacher-directed planning, managing, and monitoring of student learning and behavior. Discipline refers to the management of student behavior as it relates to time on task, following directions, developing respect for routines, and consideration for the rights of others.
- *Student Evaluation*
  A student evaluation plan should be a clear and fair process for assessing and reporting student growth.
- *Student Needs*
  Teachers play a critical role in enhancing student self-esteem. Questions to consider are: How do you recognize a child's level of self-esteem? What are the teaching techniques that help students develop a sense of achievement? How can we help students develop a success mindset? What are ways to make the curriculum relevant to the student? How do you address different learning styles?
- *Action Research*
  Action research is an evaluative study of classroom activities conducted by colleagues to improve instruction. It is best done as a cooperative endeavor by a group of teachers obtaining data from the immediate school environment to address a common instructional concern.
- *Professional Environment*
  Professional environment is the classroom, department/team, school, and the school district. Teachers may participate by working with colleagues, administration, professional organizations, or community resource people.
  Contributions to the total school environment include professional development activities, collaborative work with colleagues, committee work at the school or district levels or with state or national organizations, communications with parents, and meeting with students.

continues

Choosing an Area of Focus continued

- *Interpersonal Skills*
  Interpersonal skills are the ability of the teacher to relate in a positive way to students, parents, colleagues, and administration. Sound relationships are developed through behavior that is consistent, objective, and fair. Interpersonal relationships are enhanced by improving communication, active listening, and conflict resolution skills.
- *Professional Career Goals*
  Professional career goals refer to the pursuit of advanced degrees or certifications within the education field.
- *Mastery and Relevance of Content*
  Professional development encompasses the areas of teaching strategy and teaching content. Areas that may be addressed include, but are not limited to, curriculum integration and educational technology.

Courtesy of Montville Public Schools, Montville, Connecticut.

Setting Goals

Below is the SMART formula for setting goals:

S—Specific. Goals that are specific make the desired outcome better. Avoid generalities and broad, sweeping statements.

M—Measurable. How will the teacher prove the objective was achieved? Numbers are good proof of results, so go ahead and add quantitative information to your goals.

A—Attainable. Be sure teachers can really do what they set out to do. Are they trying to save the world? Or just a little piece at a time?

R—Relevant. Does the goal match your overall school and districtwide goals? Setting goals for the sake of goal setting is a big mistake!

T—Time-oriented. When will this goal be achieved? Set deadlines. For example, "I'll accomplish this project in the near future" isn't as explicit as "It will be done by March 15."

Source: Darla Struck, *Effective Teacher Evaluations: A Guide for Principals*, Aspen Publishers, Inc., © 1994.

Analysis of a Goal

This form shows a sample professional improvement goal for a teacher. The pointer boxes highlight the questions you and your teachers should ask to determine if a goal is S-M-A-R-T (see "Setting Goals").

Is the goal specific?

Is the goal relevant?

Is the goal realistic but still challenging?

Is the goal measurable?

Is the goal time-oriented?

PROFESSIONAL IMPROVEMENT GOAL

Goal: To improve communication with parents by May 30.

Reason for goal: As a new teacher, I need to establish rapport with the parents of my students to develop positive relationships.

What will be accomplished: Increased communication with parents of students at XYZ School.

Support or resources needed: Access to a photocopier to produce newsletters to parents, use of a phone to make personal contacts with parents and use of a room in the school to meet with parents as needed.

Strategies	Completed by
1. Write monthly newsletter for parents about what is happening in our classroom.	First school day of each month
2. Make phone calls to parents to discuss the positives and negatives of students' behavior	Monthly through May
3. Set up meeting times at the school to discuss student behavior with parents.	Monthly through May

How will you know the goal was successfully completed?

I will collect informal feedback from parents about the response to the newsletter. I will contact five parents per month by telephone to discuss their child's behavior in my classroom. I will also schedule face-to-face meetings with parents as necessary.

Source: Darla Struck, *Effective Teacher Evaluations: A Guide for Principals*, Aspen Publishers, Inc., © 1994.

Sample Goal-Setting Form

Teachers should choose the Teacher Effectiveness Factors that will be used during the upcoming school year for personal growth. Goals will then be set according to which factors are chosen.

Teacher: ____________________________

I am requesting a conference prior to your goals selection: Y N

Teacher Effectiveness Factors:

- Communication
- Management Skills
- Planning
- Interpersonal Relations
- Use of Educational Materials
- Instructional Skills
- Professional Responsibility and Growth
- Student Growth and Development
- Knowledge of Subject Matter

Factors:

1.

2.

3.

Activities that I will do to help me grow in the area(s) I have selected:

How will my teaching look different or the students benefit from my growth in these areas?

Support or materials I need from my peers, administrator, or district to help me attain my goal(s):

Source: Darla Struck, *Effective Teacher Evaluations: A Guide for Principals*, Aspen Publishers, Inc., © 1994.

Sample Professional Growth Plan

Educator Name: ______________________ School Name: ____________________

Choose an area for growth from the performance standards domains and design a professional growth plan to enhance your development in this area.

Focus for Growth: State the performance standard.

Rationale: Why did you choose to enhance your growth in this area?

Professional Growth Goal(s)/Objective(s) of this Plan: State your professional growth goal(s)/ objective(s) in measurable or observable terms. (Student objectives are not appropriate here, but may be stated in the ***Expected Benefits*** section.)

continues

Sample Professional Growth Plan continued

Action Plan: Describe the actions you plan to take to accomplish this goal(s)/objective(s), including *timelines for completion of each action.* If working collaboratively, identify the role of each participant. (What will you do to increase your knowledge in accomplishing your professional growth goal(s)/objective(s)?)

Evaluation Methods and Criteria: Describe the methods and criteria you *plan* to use to evaluate your attainment of this goal(s)/objective(s). (What will be your indicators of success?)

continues

Sample Professional Growth Plan continued

Expected Benefits: Describe the educational benefits you *expect* to accrue as a result of your implementation of this Professional Growth Plan. (Student objectives are appropriate to discuss here.)

The Professional Growth Plan stated above has been reviewed and is appropriate for implementation beginning with the school year __________.

Educator's Signature	Date
Evaluator's Signature	Date

PROFESSIONAL GROWTH PLAN *IMPLEMENTATION SUMMARY*

Modifications/Adjustments to the Plan:

continues

Sample Professional Growth Plan continued

Evaluation Results: Describe the results *obtained* from your evaluation.

Effects on Students' Learning: Describe the impact on student performance derived from your implementation of this Professional Development Plan.

I verify that I personally engaged in these activities and that all the information contained in this plan is accurate.

Educator's Signature

Date

Source: *Framework for Evaluation and Growth*, Office of Professional Development, Nashville, Tennessee.

SAMPLE GOAL: MEASURING STUDENT ACHIEVEMENT

METHODS TO MEASURE GOAL ACHIEVEMENT

A teacher may choose to gather information or measure student achievement by:

- Pre- and posttest measures
- Observations
- Interviews/questionnaires
- Standardized/teacher-made tests
- Feedback instruments
- Self-evaluations
- Feedback from coach/student/colleagues/parents
- Work samples
- Portfolios
- Professional reading

DATA COLLECTION SOURCES

A teacher may choose to collect data in the following ways:

- Structured observations
- Artifact collections
- Teacher journals
- Self-assessment
- Student work/achievement
- Written tests
- Teacher interviews/questionnaires
- Surveys
- Peer observation and conferences
- Study group feedback
- Self-analysis of videotapes
- Portfolio analysis
- Parental feedback
- Conferences attended, workshops, curriculum work, college course work
- Professional readings/articles

Courtesy of Montville Public Schools, Montville, Connecticut.

Year-End Professional Growth Report

Teachers with advanced abilities see themselves as lifelong learners and seek to expand their resources and deepen their knowledge and skills. *You may use the following questions to guide you in a narrative* about how you demonstrated professional responsibility this year. Discuss reflection, continuous learning, collaboration, and leadership.

- How did you actively seek out opportunities to grow professionally?
- How did you foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being?
- How did you serve as a leader in the school community?

Signature of Staff Member	Signature of Evaluator	Date

Courtesy of Montville Public Schools, Montville, Connecticut.

Sample Professional Growth Activities

The following are methods and/or activities that may be used to achieve goals during the Professional Growth Cycle.

- *Peer Coaching or Consultative Support*
  Peers agree to observe each other's classes a minimum of two times during the school year. The purpose is to provide and receive feedback pertaining to their goals. The peer should be someone who is helpful, supportive, and knowledgeable. The teacher may choose to have more than one peer observer at the same time or a series of peer observers over a period of time. With peer observation, two teachers may be working on similar growth plans or be working on very different plans. Alternatively, teachers may request support from district/school consultants to provide professional feedback and support.
- *Study Groups*
  Teachers meet with colleagues in small groups to learn and experiment with new strategies and share the results. Study groups support teachers' goals.
- *Field-Based Research*
  A teacher develops a hypothesis and a research project. For example, a teacher might propose the hypothesis that the use of cooperative learning strategies will improve student achievement in U.S. History. The teacher could then identify a section or sections in which to use the strategy and measure student achievement. Findings could be briefly presented in a paper and discussed with other teachers.
- *Integrated Portfolio*
  A teacher maintains a file that includes selected lesson plans, teacher and student materials, and assessments. The data analysis should include the congruence between what is taught and how it is evaluated, or the relationship between the instructional strategies implemented and student achievement.
- *Weekly Journal*
  Each week the teacher uses the journal for self-reflection, evaluation of his or her goal, and documentation of student achievement. This journal may be shared with peers or an administrator.
- *Staff Development Program*
  A teacher develops a topic and presents a program to other staff. The presentation includes what participants will know or be able to do as a result of participating in the program, why it is important to learn it, and how it relates to student learning.
- *Team Teaching*
  A teacher plans, instructs, and evaluates a unit with a colleague, an administrator, or a department head. Both share the responsibility for developing, presenting, and assessing the unit and identifying difficulties and successes.

continues

Sample Professional Growth Activities continued

- *Submission of Articles for Publication*
  A teacher prepares and presents an article on instruction or curriculum for publication in a professional journal.
- *Self-Analysis of Videotapes*
  A teacher videotapes a minimum of three lessons during the school year, analyzes the lessons, and writes an assessment/reflection on the effectiveness of each lesson.
- *Mentoring*
  A teacher mentors another teacher during the school year. The mentoring process includes observing the teacher several times during the school year, providing feedback, being observed by the teacher, and holding frequent discussions.
- *Course work*
  A teacher completes a graduate course, summer seminar, or series of workshops related to a district, school, or individual goal.
- *National Board for Professional Teaching Standards*
  A teacher pursues National Board Certification. This requires extensive time and effort and is recognized as a valuable professional activity.

Courtesy of Montville Public Schools, Montville, Connecticut.

Professional Development Strategies

Professional development should focus both on improving content expertise and improving teaching skills. All staff development should originate from an individual educator's personal professional development plan to improve student performance. This should be coordinated with the school's plan and the district's plan to improve student performance. A personal professional development plan should have a plan of action that uses a mix of the following strategies:

OPPORTUNITIES WITHIN THE SCHOOL DISTRICT

Individually Guided Professional Development

- Independent study
- Writing for publication
- Work as Teacher of the Year
- Preparation and application for National Board Certification

Beginning Educator Support Training (BEST)

- Mentor training and/or function
- Cooperating Teacher training and/or function
- Portfolio Assessor training and/or function
- BEST training as a new teacher
- BEST trainer

Educator's Collaborative Portfolio

- Educator as a researcher utilizing some form of collaboration with other educators

Celebration of Excellence

- Submission of application
- Preparation of project for sharing

Inservice in the School District

- Program and/or school improvement team strategic planning
- School-level accreditation self-study
- Inservice courses
- Seminars
- Study groups

continues

Professional Development Strategies continued

- Distance learning, video conferencing
- Inservice day programs
- Grade-level, team, and department meetings about new learning
- Faculty meetings about new learning
- Discipline-based meetings across schools
- Inservice presenter

Peer Observation and Coaching

- Observing
- Modeling
- Cognitive coaching
- Peer feedback

Supervision and Evaluation

- Training
- Supervising and evaluating according to the Teacher Evaluation and Professional Development Plan
- Self-evaluation and goal setting to improve performance

Curriculum Development/Assessment Development

- Creating, refining, and implementing curriculum
- Creating, refining, and implementing assessment materials and strategies

OPPORTUNITIES OUTSIDE OF THE SCHOOL DISTRICT

- College classes
- Workshops
- Other conference sessions
- Clinics
- Master classes
- Presenter at conferences or for other school districts

Courtesy of Ridgefield Public Schools, Ridgefield, Connecticut.

THE MONTVILLE (CT) PUBLIC SCHOOLS PROGRAM*

Needs Assessment Process

The Districtwide Professional Development Committee uses the following sources of data to identify the major strands for professional development that the program will focus on:

- Principals analyze teacher evaluation objectives for both the appraisal and professional growth cycles to determine major professional development strands.
- Schoolwide professional development committees review school goals and the professional development activities designed to facilitate the accomplishment of these goals.
- Committees at both school and district levels analyze the results of the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT).
- The districtwide committee identifies current areas of curriculum revision. Implementation schedules that include inservice training of staff are established.
- Professional development coordinator analyzes districtwide goals and objectives.
- The professional development committee analyzes the evaluations of districtwide professional development activities.

Professional Development Activities

Professional development activities take place at three levels: districtwide (including departmental and/or grade-levels), building (including departmental and/or grade-level), and individual.

Districtwide professional development activities address the district objectives. Professional staff and other appropriate support staff from all grade levels and subject areas participate in districtwide activities.

Building-level professional development activities address both the annual objectives set by the whole district and the priority needs identified by the building's staff for their own unique situation.

Individual professional development activities provide the opportunity for individuals to address personal professional development needs based on individual goals that may or may not be set through the teacher evaluation process.

Types of Activities

Professional educators have a responsibility to maintain and exhibit the attitudes and attributes of an educated person who values lifelong learning. The Montville school district will offer a variety of learning experiences in order that all professionals will have many opportunities to broaden and refine their knowledge and to share new knowledge with peers. These activities will be publicized by the Professional Development Committee and will be accessible to all staff members. CEUs will be awarded to staff members for all professional development activities that meet CEU requirements. CEU equivalents will be awarded for activities offered outside the district that do not carry CEU credit but meet CEU requirements.

The following types of professional development activities and career incentives will be offered when appropriate:

- Workshops conducted by local staff or outside consultants
- Workshops arranged through LEARN
- Attendance at professional meetings and/or conferences
- Visitations to other classrooms, schools, and districts
- Committee work related to professional development
- Sabbatical leaves to pursue advanced study—for example, degree programs, exchange student programs, and/or itinerant study. Sabbatical leaves are granted according to Article VIII of the agreement between the Montville Education Association and the Montville Board of Education
- College courses which relate to subject area taught by the teacher. Each teacher may receive reimbursement of tuition for one three- or four-credit course per year, not to exceed the current tuition rate at the state universities. This course reimbursement is governed by the procedure out-

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*Courtesy of Montville Public Schools, Montville, Connecticut.

lined in Article XXXVI of the agreement between the Montville Education Association and the Montville Board of Education.

- Montville inservice courses: These courses, which relate to individual, school, and district staff development objectives, are held after school hours. Teachers receive one credit for every 10 hours of course work. These credits are applicable for advancement on the salary schedule. Participation in these courses is governed by Article XXXVI of the agreement between the Montville Education Association and the Montville Board of Education.
- Individual independent studies designed to help staff members pursue research, curriculum evaluation, and other topics that relate to their job description. These studies may be carried out on an individual basis on scheduled inservice days.
- Departmental or special subject area minicourses designed to aid departmental or special subject area staff in keeping abreast of recent research, methodologies, and so on in their field. Participants will receive credit for advancement on the salary schedule.
- Curriculum review committees
- Teacher exchange program
- Peer coaching opportunities
- Sharing of ideas gained at conferences and at departmental or regular staff meetings
- Local/State Mentor Program in which experienced teachers are trained to assist and guide first- and second-year teachers
- State Cooperating Teacher Program, in which experienced teachers are trained to guide student teachers
- State BEST Assessor Program, in which experienced teachers are trained to assess beginning teachers
- Workshop presenter in and out of district
- Action researcher whose staff members research educational issues
- State Celebration of Excellence
- Local training in the use of the Connecticut Competency Instrument as an evaluation instrument for staff who then serve as liaisons to staff members in their school
- Special Subject Area Professional Development Program sponsored by LEARN
- New staff orientation to Montville's instructional programs and policies
- Study groups in which teachers meet with colleagues in small groups to learn and experiment with new strategies and share the results

THE RIDGEFIELD (CT) PUBLIC SCHOOLS PLAN*

Program Description

The Ridgefield Public Schools Professional Development Plan is designed to support all educators in their quest for continuous self-improvement in order to improve student learning. The intent of the design is to address the learning needs of teachers at all career stages from Initial Educator to experienced Professional Educator. In keeping with Ridgefield's mission of excellence, as well as with Connecticut's Guidelines for Teacher Evaluation and Professional Development, the Ridgefield program offers a variety of professional growth categories and activities of which teachers can take advantage. For all entry-level teachers, an Academy of courses defines a professional knowledge base necessary for high performance in Ridgefield. School-based options empower all teachers, both tenured and nontenured, to customize their professional development according to the results of their students' performance. The Trainers' Cadre offers both leadership and exceptional learning opportunities for teachers who are at advanced stages of expertise in their careers.

An Academy of Professional Courses

With a primary focus on the learning needs of novice teachers and teachers new to the Ridgefield school system, these courses place a special emphasis on the basics of high-quality teaching. The courses communicate to teachers Ridgefield's standards of excellence as well as instructional tools and protocols used in Ridgefield. Professional Educators may receive continuing education credits (CEUs) for participation in Academy workshops. All teachers may receive salary credits for selected workshop series.

Teaching and Learning Meetings

- *For elementary-level teachers:* Each year, a series of after-school grade-level meetings are planned around specific topics of interest to classroom teachers. These are collaborative meetings during which teachers share ideas and strategies around teaching and learning.
- *For all teachers:* Curriculum and Performance Based Learning and Assessment (PBLA) work sessions are regularly scheduled so that teams of teachers can design curriculum, evaluate student tasks, and plan instruction.

Site-Based Professional Development

- *Site-based professional development committees* work with teachers in their schools to collect data on student learning and organize appropriate professional development for their buildings. (e.g., release time for collaboration/problem solving; consultant-led workshops)
- *Study groups* provide opportunities for small groups of teachers to determine their professional development based on their students' learning needs.
- *Peer collaboration/support* in the form of mentoring, cognitive coaching, peer observation, or curriculum/project collaboration. Teachers are encouraged to work with their building professional development committees and principals to schedule in-house workshops—for example, release time for professional collaboration or observation/cognitive coaching.
- *Independent study options* provide individual teachers opportunities to self-select an area of study to explore.

Off-Site Workshops and Conferences

Teachers can take advantage of workshops offered outside the district that are related to their goals for improving student learning.

Professional Leadership

Teachers are encouraged to develop expertise to share with colleagues through such avenues as:

- Training for the Teacher Trainers Cadre and Mentor program (state and local)
- Organizing and leading study groups
- Offering professional seminars or workshops aligned with the district's or school's goals

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*Courtesy of Ridgefield Public Schools, Ridgefield, Connecticut.

RIDGEFIELD PROFESSIONAL DEVELOPMENT ACADEMY

While all teachers new to the district are expected to participate in the Ridgefield Professional Development Academy, each teacher must make his/her own decisions about the courses that he/she needs. The Academy offers a series of courses for differentiated levels of expertise—from novice to experienced.

Outlined below is a suggested plan of meetings/workshops to accommodate Ridgefield teachers' professional growth. The outline frames a progression of knowledge and skills that most teachers need as they advance through the various stages in their careers.

SPECIAL OFFERINGS FOR ALL TEACHERS NEW TO RIDGEFIELD

New Teacher Reception

In August, before the first day of school, all teachers new to Ridgefield will be invited to a New Teacher Reception. The reception begins with a continental breakfast, is followed by a guided bus tour of Ridgefield, and closes with a Meet Your Colleagues luncheon. Following the luncheon, teachers report to their respective schools, where they meet with their principals to learn about the standards and expectations that characterize their school's culture.

Curriculum Meetings

Both before the beginning of the school year and throughout the year, new teachers will be introduced to the instructional tools, strategies, and assessments within their curricula.

Introduction to Professional Development and Evaluation Plan

Before September 15th, a meeting of all nontenured teachers will be held by a building and/or central office administrator to review the Professional Development and Evaluation plan expectations and timelines. At this time, the administrator will provide teachers with copies of all evaluation forms. Initial Educators in Beginning Educator Training Support (BEST) are encouraged to maintain reflection logs prior to tenure.

Introduction to Technology in Ridgefield

Throughout the year, teachers will be offered workshops on such programs such as Networks, Outlook, and Schoolmaster. These are the specific management tools used in the Ridgefield school system.

Legal Issues in Education

In the spring, a legal expert will conduct a workshop reviewing laws and legal issues that affect educators.

New Teacher End-of-Year Reception

At a final get-together event in late May or early June, all new teachers will be invited to attend a reception during which they can share their impressions and experiences.

SPECIAL OFFERINGS RECOMMENDED FOR *NOVICE* TEACHERS (Teachers in Their First or Second Year of Service)

BEST Mentoring and Release Time for Professional Development

Beginning teachers work are assigned a mentor or a mentor team within the first 10 days of commencing teaching. The first- and second-year teachers are offered regular contacts with the mentor or support team members. In addition, they are offered eight half-days to observe or be observed by their mentors or support team members, or to participate in professional development activities.

BEST Support Workshops: Seminars on Teaching, Assessment, and the BEST Portfolio

Teachers involved in the BEST program are encouraged to participate in Connecticut State Department of Education (CSDE) seminars for Years I and II *or* in the district's BEST Support Workshops for elementary teachers.

Instructional Protocols Training

Teachers who are unfamiliar with the Connecticut Competency Instrument (CCI) are encouraged to attend either CCI Clinics (for Initial Educators) or the Ridgefield Professional Development Academy's workshop series, "The Effective Teacher."

Professional Productivity Technology

Throughout the year, workshops on Word, Excel, and Powerpoint will be offered. These tools are recommended for use as both personal and instructional tools.

continues

Ridgefield Professional Development Academy continued

SPECIAL OFFERINGS RECOMMENDED FOR THIRD-YEAR TEACHERS

Literacy Workshops for Elementary Teachers

A series of workshops introduces teachers to the instructional strategies, suggested materials, and assessment tools of Ridgefield's balanced literacy program.

Numeracy Workshops for Elementary Teachers

A series of workshops introduces teachers to an inquiry-based instructional protocol, numerous model lessons, and exemplary tools to use to promote deep understanding of mathematics concepts.

Assessment Strategies (for K–12 Teachers)

A series of workshops introduces teachers to the development and use of performance assessments as sources of information about student understanding.

Designing Internet Lessons

Inquiry methods plus outstanding Web sites will be introduced through a series of workshops offered throughout the year.

SPECIAL OFFERINGS RECOMMENDED FOR FOURTH-YEAR TEACHERS

Creating a Climate for Learning

These workshops focus on techniques to build a climate of positive expectations within the classroom and school. Teachers will learn instructional and management strategies that access and develop students' emotional intelligence.

Peer Observations

Teachers will learn and practice critical components of peer observation and techniques that can be used for Phase II projects.

Advanced Applications in Technology

Teachers will explore new ways to use technology as an instructional tool through these ongoing workshops.

SPECIAL OFFERINGS FOR TENURED TEACHERS—FIFTH-YEAR

Brain-Based Teaching and Learning

These workshops present current information about brain research and instructional strategies that positively affect learning.

Curriculum Design: Planning Units with Ridgefield's Curriculum Format

These workshops are specifically designed for teachers who are interested in developing curriculum for the district.

Courtesy of Ridgefield Public Schools, Ridgefield, Connecticut.

STUDY GROUPS*

What Are Study Groups?

A study group is a way for teachers to study the craft of teaching on a regular basis. Because they are designed, organized, and led by teachers, study groups become a system for continuous, active learning by teachers about teaching. Built into the regular rhythm of school life, they are opportunities for teachers to work together in their buildings with other adults in ways that are companionable, professional, and productive for the individual teachers—not just for a project or goal of the system.

A building-based study group is a structure where teachers can work together on topics, strategies, or applications designed to enhance the capabilities of educators to improve student learning. Such a study group needs:

- some source of new questions, ideas, techniques

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*Courtesy of Ridgefield Public Schools, Ridgefield, Connecticut

- someone to lead the group
- a commitment from its members to try something new, or refine something old, and share ongoing experiments with the rest of the group

Operation of Study Groups

Role of the Study Group Leader

Study groups promote the practice of teachers teaching each other about teaching. A study group leader is the person responsible for coming up with and presenting the new idea or technique to start off the meetings. It is *essential* that a new idea or two is offered, discussed, modeled, or modified at *each* study group meeting.

It is also *essential* that the content of the study group be designed to enrich or improve the skills, knowledge, and abilities of educators to improve student learning. The content of the study group should be guided by:

- *Expectations for student performance,* as reflected in school, state, or districtwide goals
- *Actual student performance,* as evidenced by a variety of indices, and assured experiences (district-identified performance assessments)
- *What teachers need to know and be able to do* to improve instruction that advances student learning (identified in the teacher competencies of the teacher evaluation plan)

Study group leaders do not need to be experts or trainers. They *do* need to have the confidence to present ideas for instructional techniques and to occasionally model some of them. Overall, they need to be:

- able to start a meeting on time and keep it within the boundaries of agreed-upon time frames
- able to make mini-presentations to their peers
- good facilitators of group discussion

Group Size

Study groups can work well in sizes ranging from 3 to 15 members. The ideal number is between 5 and 8 people. Once a group reaches 12, it is recommended that the group members meet in smaller groups for the sharing of experiments to expedite the process. If more than 15 teachers sign up to participate in a study group, it is recommended that the entire study group be split in half.

Structure and Practice

Duration. To qualify for CEUs, a study group must meet for a *minimum* of two hours in total. To qualify for Salary Credits, a study group must meet for a *minimum* of five hours. Both of these minimums can be achieved through a series of meetings. Intermittent participation in a study group automatically disqualifies a member from receiving salary credits.

Initial Meeting. A study group meeting usually initiates with a group-building or greeting activity that should last for no more than 5–10 minutes. This **one-time initiating activity** is eliminated from subsequent agendas.

It is recommended that participants agree on expectations and ground rules at the first session. The following elements should be considered:

- starting and ending times
- schedule with an outline of topics (5–10 sessions is reasonable)
- responsibilities for refreshments
- expectations of questions rather than judgments
- expectations that each participant bring and share an experiment from his/her teaching each time

After group-building and the setting of ground rules, the meeting continues with a 15–20 minute presentation of some new idea or instructional technique by the study group leader. The group discusses applications/relevance of the new information and shares any experience or knowledge members have of this or similar techniques.

Second and Subsequent Meetings. For the second meeting, an appropriate initial activity would be a review of the expectations/rules. Subsequent meetings can begin with the leader's presentation. Meetings end with experiment sharing, problem solving, and/or reflections on the new learning.

Study groups are organized this way because:

- Placing the presentation first on the agenda usually motivates members to arrive on time.
- Experiment sharing takes more time. If scheduled first on the agenda, sometimes the process fills up the entire meeting, thus leaving no time for a presentation.

STUDY GROUP MEETING PROCEDURES

BASIC SCHEDULES FOR STUDY GROUP MEETINGS

Initial Meeting

- Introduction/group-building activity
- Establishment of expectations, ground rules, and schedule
- Presentation of new idea by study group leader (15–20 minutes)
- Experiment sharing (sometimes sliding into problem solving): 40–60 minutes
- Total study group time—usually 75–90 minutes, including initiating activities

Courtesy of Ridgefield Public Schools, Ridgefield, Connecticut.

Subsequent Meetings

- Review of expectations, ground rules, and schedule
- Presentation of new idea by study group leader (15–20 minutes)
- Experiment sharing (sometimes sliding into problem solving): 40–60 minutes
- Total study group time—usually 75–90 minutes, including initiating activities

Preapproval Form for Study Group

To be completed by the Study Group Leader

Directions: Complete the form below and send to the Director of Professional Development at least five school days prior to the first Study Group meeting.

Study Group Leader Name: ______________________ School: __________ Date: __/__/__

CONTENT

A. Complete the statement below to identify the improvement in student performance, teacher competency, or district/school goal on which the Study Group will focus.
As a result of participating in this study group, we anticipate improvements in student performance, teacher competency, or district/school goal/s, as explained below:

B. Identify the materials (e.g., titles of videos, professional books) that your Study Group will use.

C. Write (below or attach) a brief outline summarizing your proposed sessions.

SCHEDULE

Indicate the anticipated number of weeks, hours, and meeting times of the study group.

Anticipated number of weeks ______ Anticipated number of hours ______

Anticipated meeting times: ______ A.M. or ______ A.M. OR ______ P.M. or ______ P.M.

continues

Preapproval Form for Study Group continued

PARTICIPANTS

Study Groups must have a minimum of three members.

Names of Participants	Social Security Numbers of Participants	Check here if CEUs are requested	Check here if salary credits are requested

ADMINISTRATIVE SIGNATURE

For Phase II Teacher Evaluation Projects only
This Study Group is approved as a Phase II Project in my school:

Building Principal ______________________

Date: _/_/_

FOR CENTRAL OFFICE ONLY

a. This Study Group's request for Salary Credits is (approved)/(denied).

b. This Study Group's request for CEUs is (approved)/(denied).

Director, Professional Development ______________________

Date: _/_/_
(Reason(s) for denial(s) of request attached.)

Courtesy of Ridgefield Public Schools, Ridgefield, Connecticut.

Experiment Learning Log

Name: ______________________________

Date/ Grade/ Subject	What I Tried	What Happened	What I Learned/ How To Improve/ Adapt for New Lesson

Courtesy of Ridgefield Public Schools, Ridgefield, Connecticut.

RETENTION

OVERCOMING BARRIERS TO RETAINING QUALITY TEACHERS

BARRIER 1: LACK OF OPPORTUNITIES TO ADVANCE

- Flat salaries that do not increase significantly over time
- Lack of compensation for increased knowledge and outstanding performance
- Limited options for teachers to advance without leaving the classroom
- Lack of portability of credentials, pensions, and credited years of experience when moving from state to state and district to district

Promising Alternatives

- Create a career ladder for teachers—providing increased compensation to exemplary teachers who take on new responsibilities and leadership roles.
- Create multitiered licensure systems based on experience and quality teaching and competitive pay schedules based on knowledge and skills valued by the school or district.
- Agree as a region on a core set of licensure requirements and assessments to enable portability of credentials. At a minimum, create full portability of years of experience, credentials, and pensions among districts and states for highly accomplished teachers who achieve advanced certification through the National Board for Professional Teaching Standards.

Examples

The Rochester Career in Teaching Program, designed by teachers in Rochester, New York, established four career development stages: intern, resident, professional, and lead teacher. Lead teachers receive substantial stipends, from 5–15 percent of their salaries, for their growing leadership roles in areas such as designing curriculum, mentoring new teachers, and facilitating special projects.

Thirty-nine states and nearly 200 school districts now provide financial incentives to teachers who become National Board Certified. Many states and districts are using these teachers in leadership roles and granting them full portability of credentials.

The Milken Family Foundation's Teacher Advancement Program (TAP) is an education reform strategy that applies five interrelated principles: multiple career paths; market-driven compensation; performance-based accountability; ongoing, applied professional growth; and expanding the supply of high-quality educators. Five TAP demonstration schools are now open in Arizona, and several states plan to open TAP schools in fall 2001.

Cincinnati public schools, in collaboration with the union, ratified plans to change their traditional pay schedule to one based on classroom performance. Teachers advance up a four-step career ladder by meeting district goals. In addition to undergoing comprehensive reviews, teachers must submit portfolios that include logs of parent contacts, sample lesson plans and student work, and a list of professional development activities.

BARRIER 2: POOR WORKING CONDITIONS

- Overwhelming workloads, especially for new teachers, who are:
  - –given the most challenging students
  - –asked to teach multiple subjects
  - –assigned the responsibility of extracurricular activities
  - –asked to teach classes for which they are not certified
- Failure to provide teachers with basic supplies needed to do their job, such as paper, textbooks, office supplies, and access to telephones; teachers are often expected to buy their own supplies
- lack of formal induction program for new teachers with an effective, high-quality mentor
- Large, unmanageable class sizes

Promising Alternatives

- Encourage schools to assign first-year teachers reduced teaching loads. End the practice of assigning teachers—especially new teachers—to classes that are out of their field. Give more challenging students and extracurricular activities to veteran teachers and appropriately compensate them for their extra responsibilities.
- Phase in smaller class sizes, taking the time to ensure there are enough qualified, well-trained teachers.
- Create and foster programs that provide effective mentoring in which mentors are carefully selected, trained, and compensated.

continues

Overcoming Barriers continued

Example

California's Beginning Teacher Support and Assessment program (BTSA), which provides a variety of support services and professional development opportunities for first-year and second-year teachers, reduced the attrition rate of beginning teachers from 37 percent to 9 percent in five years. As a result, the California legislature has mandated and funded induction programs for all new teachers.

BARRIER 3: LACK OF RESPECT FOR TEACHERS AS PROFESSIONALS

- Disregard for teachers' expertise; forcing teachers to teach out-of-field
- Failure to consult teachers on issues that impact the classroom; little respect for professional judgment
- Micromanagement of teachers and their time
- Inappropriate administrative and clerical assignments for teachers

Promising Alternatives

- Analyze tasks teachers are required to do and determine those (such as collecting fees, issuing books, etc.) that could be handled by volunteers or clerical staff.
- Analyze the root causes for the need to assign teachers out-of-field and consider creative ways to alleviate that need; consider permitting and even encouraging job-sharing or other part-time arrangements for qualified, well-trained teachers.
- Appoint exemplary teachers to state and local education advisory boards.

Example

The South Carolina Teacher Forum provides opportunities for district Teachers of the Year to dialogue with key leaders and policy makers about education issues and to participate in discussions on national, state, and local educational issues. Forum teachers serve as advisers to the state superintendent and other policy makers.

BARRIER 4: WEAK SCHOOL LEADERSHIP

- Few principals who understand how to be instructional leaders and how to support teachers and students in their learning
- High turnover rate among principals, leading to instability, inconsistency, and ineffectiveness in school leadership
- Inability to remove ineffectual teachers and administrators, leading to low staff morale

Promising Alternatives

- Develop comprehensive approach to recruiting, preparing, and supporting principals who can serve as instructional leaders.
- Work with unions to establish clear standards for the granting of tenure and to incorporate peer review into teacher and principal evaluation.

Example

Vanderbilt University's Peabody College of Education is creating a new Principal's Academy that focuses primarily on the principal's role as a leader of learning. Course work includes intense study of how people learn and of how to organize schools around key issues of learning.

In collaboration with the teachers' union, schools in Toledo, Ohio, instituted peer review in which teachers are responsible for supporting, evaluating, and counseling their colleagues. As a result, about 10 percent of the new teachers are not rehired, as compared to about 1–2 percent under traditional procedures. Approximately one-third of teachers referred to intervention each year have left teaching by the end of the year through resignation, retirement, or dismissal.

Source: *Eliminating Barriers To Improving Teaching,* U.S. Department of Education Initiative on Teaching, Washington, D.C., November 2000.

Teacher Mood Survey

We need simple feedback from you on how things are going with your job. If you would like to remain anonymous, please do not complete Section I.

SECTION I

Name: ______________________________

School: ______________________________

Contact Information: ________________________

SECTION II

This past month at work I felt:

☐ it was my best month
☐ it was a good month
☐ it was an okay month
☐ it was a downer month
☐ it was the month from hell

The reason why I felt that way was because of the following:

☐ the classroom
☐ the principal
☐ my fellow colleagues
☐ the paperwork

This would have been a good month for a:

☐ party
☐ retreat
☐ after-school seminar on
☐ nothing at all—I'm too busy

What changes can be implemented to make your job easier?

____

____

____

____

____

____

Please return to:

Source: Copyright © 2001 Chicago Public Schools, Chicago, Illinois.

Exit Interview Form

What college/university did you attend for your preparation to become a teacher?

How long have you taught? ______ How many years have you taught for this district?

What were your expectations when you decided to teach for this district?

Were your expectations met? ______ yes ______ no

Circle a word(s) to describe the environment of your school.

Supportive
Caring
Apathetic
Friendly
Organized
Teamwork
Chaotic
Political
Other ______________________________
Depressed
Stressful
Disorganized
Professional
Challenging
Negative

Explain your choice.

Why are you leaving? Please attach additional sheets if necessary.

Did you consider transferring to another school in the system instead of resigning?

______ Yes, but I was unable to find another position.
______ Yes, but I could not get an administrative transfer.
______ No, all of the schools are probably like the one I'm leaving.
______ Other ____

____

What can the district do to retain more of its quality teachers? Attach additional sheets if necessary.

Are you taking a teaching position in another school system? ______ yes ______ no

Where? ____

Final Comments: Attach additional sheet if necessary.

Please send this form to:

Source: Copyright © 2001 Chicago Public Schools, Chicago, Illinois.

Chapter 5

Legal Issues

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STAFF DISCIPLINE

REQUIREMENTS OF AN OFFICIAL WRITTEN MEMO, WARNING, OR REPRIMAND

- Reprimands must be individually written stating the purpose of the discipline and/or documentation, warning, reprimand, etc.
- The written document must include the stated problem and material facts such as date, time, place, witnesses to, and actions of the individual(s) involved.
- The document:
  - –Must include a quotation of the rule or regulation violated or breached, violation of customary practice or policy, or the misconduct if not in the written rules.
  - –Should list all previous oral/written warnings within the current school year or immediate past year.
  - –Must be explicit and to the point. Refrain from personal feelings, opinions, and judgments.
  - –Should state the staff member is being given another opportunity to improve.
  - –Should state consequences of repeated misconduct (remain flexible by not stating what the exact further action will be, unless Board policy specifically dictates).
  - –Should contain a place for the employee to sign and date that the document was reviewed with employee and he/she understands said content.
  - –Should state that the staff member was given a copy of this letter; do not mail it.
  - –Should indicate that a copy of the document will be placed in the building and district personnel file.
- Forward a copy of the letter to the central administration office to be included in the employee's official personnel file.

Source: Jerry D. Will, "Positive Legal Employee Discipline," National Association of Secondary School Principals 85th Annual Convention and Exposition, Phoenix, Arizona, March 2001.

CRITERIA FOR DETERMINING JUST CAUSE

- Was the employee adequately warned of the consequences for his/her conduct? Was adequate documentation made of these actions?
- Was the district's policy, rule, or order reasonable?
- Was the employee aware of the district's policy or rule, and was it explained to the employee?
- Was an investigation completed prior to administering the discipline? If so, describe the process.
- Was the investigation fair and objective? How can you prove it?
- Is there substantial evidence or proof of guilt? If so, what?
- Were the rules, orders, and penalties applied evenhandedly and without discrimination to all staff members throughout the year in this and earlier situations?
- Was the measure of discipline reasonably related to the seriousness of the infraction and the past record? Describe.

Source: Jerry D. Will, "Positive Legal Employee Discipline," National Association of Secondary School Principals 85th Annual Convention and Exposition, Phoenix, Arizona, March 2001.

SAMPLE DISCIPLINARY MEMO: INAPPROPRIATE BEHAVIOR

TO:
FROM: Building Principal
RE: Written Reprimand

This written reprimand is issued to (Name) on the (date), for unprofessional actions/behaviors of (date)—specifically, inappropriate comments to male students, a violation of policy pertaining to sexual harassment. Confirmation of these comments was made by myself (Principal's Name) in conversations with the two students involved.

Specific reasons for the reprimand:

1. Inappropriate sexually-oriented comments to male students, (date).
   Two examples:
   - (Girl's Name) pointed out to (Boy's Name) he had a hole in his jeans. You (Instructor's Name) said, "Is it in a sexy spot?"
   - Conversation between you (Instructor's Name) and (Second Boy's Name):
     Boy: "Can I go to the bathroom?"
     Teacher: "I don't know—do you need help or want me to go with you?"
     Boy: "You'd be embarrassed."
     Teacher: "I don't think so—I've seen a lot and it wouldn't bother me."
2. Inappropriate comments made to students as they pass in the hall between classes—for example, "Looking good," "Can I come in with you to the restroom?" "There isn't anything I haven't seen before." (date)
3. Previous infractions have been discussed and/or put in memo form on two occasions. (Date) and (Date).

Please be advised that such actions/comments will not be tolerated. Any further comments of this nature will be dealt with in an appropriate manner and in accordance with district policy.

The signing of this document indicates that both parties have discussed and received copies of said document. Signing does not constitute agreement or admission of guilt.

Employee's Name	Date	Principal's Name	Date

CC: Copies to Central Office and Building File Copy given to employee on date of signing.

Source: Jerry D. Will, "Positive Legal Employee Discipline," National Association of Secondary School Principals 85th Annual Convention and Exposition, Phoenix, Arizona, March 2001.

TERMINATION AND DUE PROCESS

14 POINTS OF EMPLOYEE DISMISSAL—A STATE SAMPLE

Releasing school employees is an unpleasant but sometimes necessary role of a school board. Discharge procedures are complex and confusing because, in the public school context, the process is governed by state, federal, constitutional, and contract law.

Discharge proceedings often involve several players, such as the superintendent, an attorney for the administration, the teacher and defense representative, the board attorney, and the school board members. This document generally describes the process of releasing school employees and the school board's role.

1. **Are the discharge procedures the same for all school employees?**
   No. The appropriate procedures will vary depending on the type of employee involved.
2. **For purposes of identifying the appropriate discharge procedure, what are the various types of school employees?**
   - At-will employees, meaning those employees who serve without an employment contract or entitlement to one
   - Employees with an employment contract that does not automatically renew, e.g., bus drivers
   - Nonpermanent teachers, generally meaning first- and second-year teachers
   - Semipermanent and permanent teachers, meaning certificated persons with an indefinite (tenure) contract
3. **How can at-will employees be discharged?**
   Absent an agreement or contract that specifies the time or duration of service, the employment is at the will of the employer and employee. The at-will employee can quit or be discharged at any time for any reason as long as the employer's reason is not a prohibited discharge ground (See question 14). There are no requisite procedures absent local school board policy or collective bargaining agreement.
   At-will employees typically include cafeteria workers, custodians, and secretaries.
   The decision to release at-will employees is sometimes delegated to the superintendent with subsequent ratification by the school board.
4. **How are employees discharged who have an employment contract that does not automatically renew?**
   The board can release an employee with an employment contract that does not automatically renew by either refusing to continue the contract once it expires or by cancelling it midterm. Refusing to renew a contract after it expires does not require any due process procedures (unless the board has created a right to continue, a form of local tenure). A midterm contract cancellation, however, requires certain due process procedures because an employment contract is a property right protected by the due process clause of the U.S. Constitution. Absent specific procedures being stated in a collective bargaining agreement, employment contract, or statute, midterm discharge procedures should include adequate notice, a statement of reasons, and an opportunity for a hearing. Likewise, if the employment contract, collective bargaining agreement, and statutes are silent on discharge grounds, an employee with an employment contract may be discharged midterm on any ground reasonably related to the school corporation's interest. A midcontract discharge requires a majority vote of the quorum at an open school board meeting.
   A refusal to renew the contract for the following year does not take board action because the contract expires by its own terms. Written notice from an administrator that the person will not be considered for contract renewal is necessary to avoid the creation of an expectation that there will be reemployment. Employees who receive a written employment contract that does not automatically renew include temporary contract teachers, coaches, and bus drivers.
5. **How are nonpermanent teachers discharged?**
   The school can release a nonpermanent teacher either by voting to nonrenew the teaching contract for another year or by cancelling it midterm. The procedure for nonrenewing the contract of a nonpermanent teacher is governed by statute. As an example, a statute may specify that the principal must provide the teacher with a written evaluation by January 1; that the board vote to nonrenew and send a written notice to the teacher on or before May 1, and provide a subsequent opportunity for a conference and a revote by the board. A nonpermanent teacher may be nonrenewed for any reason considered relevant to the school corporation's interest or because of inability to perform teaching duties.
   A midcontract discharge of a nonpermanent teacher requires due process procedures, includ-

continues

14 Points of Employee Dismissal continued

ing adequate notice, reasons, and an opportunity for a hearing. The state-prescribed regular teacher's contract states that the contract can be cancelled if the teacher is found "guilty of incompetency, immorality, insubordination, or other offense recognized as just cause according to law for cancellation of contract." A midcontract cancellation requires a majority vote of a quorum at an open school board meeting.

6. **What occurs during a conference following the nonrenewal of a nonpermanent teacher?**
The school administration "shall provide full and complete information supporting the reasons given for noncontinuance; and the teacher shall provide any information demonstrating that noncontinuance of the contract is improper." The conference must be in executive session unless the teacher requests a public conference. A conference is not a hearing and, therefore, cross-examination is not required. The board members listen to the nonpermanent teacher and the administrator. The school board must either affirm or reverse its position on the nonrenewal of the teacher's contract within 10 days of the conference.
7. **How are semipermanent and permanent teachers discharged?**
Semipermanent and permanent teachers can only be released by cancelling their indefinite (tenure) contract. Depending on the number of years of service, a certificated person may be semipermanent or permanent, but the discharge procedures are the same. IC 20-6.1-4-11 contains these procedures, which are very specific and include timelines, notice requirements, statement of reasons, and an opportunity for a hearing before the school board.
8. **What are the grounds for cancelling a semipermanent or permanent teacher's contract?**
The discharge grounds are separately stated for semipermanent and permanent teachers (IC 20-6.1-4-10.5 and IC 20-6.1-4-10, respectively). Unless indicated, the following grounds apply to semipermanent and permanent teachers:
    - Immorality
    - Insubordination
    - Neglect of duty
    - Substantial inability to perform teaching duties (semipermanent only)
    - Incompetency (permanent only)
    - Justifiable decrease in the number of teaching positions
    - Conviction for various sex-related offenses
    - Good and just cause
    - The best interest of the school corporation (semipermanent only)
9. **Before considering whether to cancel a contract, can board members assist in the fact-gathering stage of the case?**
Constitutional due process requires the school board to be a fair, impartial decision maker. Discussing potential charges against an employee can give, if nothing else, the appearance of impropriety. This appearance must be balanced with the rule that mere familiarity with the facts will not necessarily disqualify a board member. Board members should, therefore, avoid being involved in the investigation of charges against an employee.
10. **What occurs at a hearing to cancel a contract?**
The school administration has the burden of proving that the contract should be cancelled for one or more of the grounds set forth in the notice to the employee. The representatives for the administration and the teacher will each be given an opportunity for a short opening statement. All witnesses are required to take an oath or give an affirmation that their testimony will be truthful. The administration proceeds with its case first. After the testimony of each administration witness, the employee may cross-examine the witness. After the administration concludes its case, the employee is given an opportunity to present witnesses. The administration is given an opportunity to cross-examine each witness called by the employee. Both the administration and the employee are allowed to make closing statements. The hearing should proceed on an informal basis with the formal rules of evidence not strictly followed. At the hearing or sometime before the board makes its decision, the superintendent is required to make a recommendation as to whether the employee's indefinite contract should be cancelled.
11. **What is the board's role at a discharge hearing?**
The school board is the decision-making body. Its members listen to the evidence and decide the case based solely on evidence presented at the hearing. After the hearing, the board makes its decision at an open board meeting and adopts formal findings of fact with the assistance of its attorney.
12. **What role does the board president play during a hearing?**
Customarily, the board president presides at the hearing. The hearing begins with an introductory statement and administration of the oath to all

continues

14 Points of Employee Dismissal continued

witnesses. The board president, with assistance from the board attorney, rules on evidentiary objections.

13. **If a released employee challenges his/her contract cancellation, can the court substitute its judgment for that of the school board?**
No. A trial court is prohibited from reweighing and second-guessing the evidence. If the procedural requirements are followed, including the assignment of legal grounds for cancellation, and if the record from the hearing reveals that there is substantial evidence to support the decision, and if the hearing was fair, the board's decision must be upheld by a trial court. (This does not apply to an arbitrator under a just cause provision of a bargaining agreement.)
14. **What are the prohibited discharge grounds?**
At least 10 discrimination laws protect employees. School board members should be aware that every employment decision has potential ramifications under these laws. School employers are prohibited from discharging an employee on the basis of the following:

- Age
- Race and color
- Sex, including pregnancy
- Religion
- National origin, meaning the country where born or from where ancestors came
- Disability
- Political reasons
- Marital status
- Residence
- Union membership or activity
- Filing a Worker's Compensation claim
- Serving as a juror or responding to summons

Moreover, with few exceptions, school employers may not make adverse employment decisions based on a constitutionally protected status or activity, such as an employee's religion, association, or speech.

This document is written and published for informational purposes only. It is not, nor is it to be used, as a substitute for the official statutes or legal advice from competent school corporation counsel.

Source: Copyright © Indiana School Boards Association, Indianapolis, Indiana.

GRIEVANCE PROCEDURE

SECTION 1. DEFINITIONS

1. A grievance is any controversy between the Board and the Teachers Association or between the Board and an employee or group of employees as to (1) interpretation of this Agreement, (2) a charge of violation of this Agreement, or (3) an alleged violation involving wages, hours, or working conditions resulting in unnecessary hardship.
2. Employee is an employee or employee organization that is certified as an appropriate unit in the School District and not classified as confidential, supervisory, or Principal/Assistant Principal.
3. First-level supervisor shall mean Supervisor/Principal/Assistant Principal or the person to whom the employee reports.
4. Second-level supervisor shall mean the Assistant/Superintendent/Director/Supervisor or the person to whom the first-level supervisor reports.
5. Days shall be considered working days as defined for the employee except at the end of the school year. The days in this instance shall be weekdays.

SECTION 2. PROCEDURE

Grievances, as defined in Section 1, shall be settled in the following manner, and the steps set forth must be followed in the order listed within the time limits prescribed.

Step 1. The grievance shall be orally presented to the employee's first-level supervisor within 10 days after the employee knew or should have known of violation. No settlement in this Step 1 shall be made in violation of the written Contract.

If a settlement is not reached within two days after oral presentation to the first-level supervisor, the grievance shall be reduced to writing with a clear statement of the issues involved. This shall be presented to the first-level

continues

Grievance Procedure continued

supervisor, who shall promptly transmit the written grievance to the District Legal Counsel for handling in accordance with Step 2.

Step 2. The District Legal Counsel shall establish a Step 2 hearing with the aggrieved and the appropriate second-level supervisor. The Step 2 meeting shall be held within five days after the employee has filed the written grievance. The time and place for meetings under Step 2 shall be at the discretion of the District Legal Counsel. The employee shall be allowed a reasonable number of representatives at the meeting.

The District Legal Counsel shall prepare a report of the meeting, together with a written disposition of the matter and forward copies thereof to the employee and to the District within five days after the Step 2 hearing.

If settlement is not reached in Step 2 within three days of the date of the disposition, the grievance is referred to Step 3.

Step 3. Grievances referred to Step 3 shall be discussed between the District and the District Legal Counsel. This discussion shall take place within five days after the grievance has been referred to Step 3.

If agreement is reached as a result of this meeting, the District Legal Counsel shall issue a disposition of the matter that shall be final and binding. If agreement is not reached, the grievant shall, within 10 days after the Step 3 meeting, notify, in writing, the District Legal Counsel that arbitration is required.

Step 4. Arbitration: In cases referred to Step 4, unless otherwise agreed, the parties shall request within 10 days a list supplied by the American Arbitration Association or Bureau of Mediation Services, in rotation order. After the parties have received the list, they shall alternately strike names until there is one arbitrator remaining who shall preside over the hearing.

The arbitrator shall set the time and place for the Step 4 hearing, the method of procedure, and make all necessary rulings.

The arbitrator shall have no power to add to, subtract from, or modify any of the terms of the agreement or to any agreement made supplementary hereto, and shall only be allowed to rule on those cases that apply to the definition of a grievance as described in this Article. The decision of the arbitrator, if within the scope of his power, shall be binding on both parties. The expense and fees of the arbitrator shall be borne jointly by the Board and the District.

SECTION 3. RULES

Any loss of time by the employee and his/her representatives to attend Step 4 in the grievance procedure shall not be compensated unless District Leave Days are used. These days must be taken in minimums of half-days.

The number of days indicated at each step of the grievance procedure should be considered as maximum and every effort should be made to expedite the grievance process. Any time limit may be extended by mutual written consent. The failure of an aggrieved person to proceed from one step of the grievance procedure to the next step within the time limits set forth shall be deemed to be acceptance of the decision previously rendered and shall constitute a waiver of any future appeal concerning the particular grievance.

The failure of an administrator to communicate his/her decision or hold a meeting within the specific time limits shall permit the aggrieved to proceed to the next step in the grievance procedure.

Grievance cases shall be as confidential as possible.

Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

Courtesy of Anoka-Hennepin Independent School District No. 11, Coon Rapids, Minnesota.

FACTS ABOUT MEDIATION

INTRODUCTION

Mediation is a form of alternative dispute resolution (ADR) that is offered by the U.S. Equal Employment Opportunity Commission (EEOC) as an alternative to the traditional investigative or litigation process. Mediation is an informal process in which a neutral third party assists the opposing parties to reach a voluntary, negotiated resolution of a charge of discrimination. The decision to mediate is completely voluntary for the charging party and the employer. Mediation gives the parties the opportunity to discuss the issues raised in the charge, clear up misunderstandings, determine the underlying interests or concerns, find areas of agreement, and, ultimately, to incorporate those areas of agreements into resolutions. A mediator does not resolve the charge or impose a decision on the parties. Instead, the mediator helps the parties to agree on a mutually acceptable resolution. The mediation process is strictly confidential. Information disclosed during mediation will not be revealed to anyone, including other EEOC employees.

HOW MEDIATION WORKS

An EEOC representative will contact the employee and employer concerning their participation in the program. If both parties agree, a mediation session conducted by a trained and experienced mediator is scheduled. While it is not necessary to have an attorney in order to participate in EEOC's Mediation Program, either party may choose to do so. It is important that persons attending the mediation session have the authority to resolve the dispute. If mediation is unsuccessful, the charge is investigated like any other charge.

ADVANTAGES OF MEDIATION

- Mediation is an efficient process that saves time and money. Successful mediation avoids a time-consuming investigation and achieves a prompt resolution of the charge. The majority of mediations are completed in one session, which usually lasts for one to five hours.
- Mediation is fair. Mediators are neutral third parties who have no interest in the outcome. Their role is to help the parties resolve the charge.
- Mediation is a confidential process. The sessions are not tape-recorded or transcribed. Notes taken during the mediation are discarded.
- Settlement agreements secured during mediation do not constitute an admission by the employer of any violation of laws enforced by the EEOC.
- Mediation avoids lengthy and unnecessary litigation.

For additional information about the mediation program at EEOC, go to the EEOC's Web site at http://www.eeoc.gov/ or call the EEOC at 1-800-669-4000 (Voice) or 1-800-669-6820 (TTY).

Source: "Facts about Mediation," U.S. Equal Employment Opportunity Commission, Washington, D.C.

EEOC DISTRICT OFFICE MEDIATION CONTACT LIST

EEOC's mediation program is administered primarily through its field offices, including the Washington field office and 24 district offices located throughout the country. Each field office has a staff member who is responsible for coordinating mediation activities for charges of employment discrimination filed within that office's geographical jurisdiction. As charges are filed, they are reviewed to determine whether they may be appropriate for mediation. If so, the charging party is contacted to see if he/she is willing to participate in the mediation process. If the charging party is willing to participate, the party against whom the charge was filed is contacted. If both parties are willing to participate, the charge enters the mediation process.

Mediations are conducted either by EEOC mediators or mediators with whom EEOC has a contract, such as the Federal Meditation and Conciliation Service (FMCS). Pro bono mediators may also be used to conduct mediations. All mediators are trained and experienced in mediation techniques and the laws enforced by EEOC. Because the mediators are neutral and mediations are confidential, each field office has established mechanisms to separate the mediation process from the investigative process.

Additional information about EEOC's mediation program is available in each field office. EEOC staff are also available to provide on-site presentations to groups and organizations about EEOC's mediation program. For further information, please contact the field offices listed below.

Albuquerque
ADR Contact: Thomas Alley
505 Marquette NW, Suite 900
Albuquerque, New Mexico 87102
(505) 248-5193
TTY (505) 248-5240
FAX (505) 248-5196

Atlanta
ADR Contact: William Snapp
100 Alabama Street SW, Suite 4R30
Atlanta, Georgia 30303
(404) 562-6841
TTY (404) 562-6801
FAX (404) 562-6946

Baltimore
ADR Contact: Marie Sciscione
City Cresent Building
10 South Howard Street, 3rd Floor
Baltimore, Maryland 21201
(410) 962-6606
TTY (410) 962-6065
FAX (410) 962-3706

Birmingham
ADR Contact: Debra Leo
Ridge Park Place
1130 22nd Street South,
Suite 2000
Birmingham, Alabama 35205
(205) 731-0810
TTY (205) 731-0175
FAX (205) 731-1002

Charlotte
ADR Contact: Michel Vaughn
129 West Trade Street, Suite 400
Charlotte, North Carolina 28202
(704) 344-6689
TTY (704) 344-6684
FAX (704) 344-6750

Chicago
ADR Contact: Mary Manzo
500 West Madison Street, Suite 2800
Chicago, Illinois 60661
(312) 353-7695
TTY (312) 353-2421
FAX (312) 353-6676

Cleveland
ADR Contact: Loretta Feller
1660 West Second Street, Suite 850
Cleveland, Ohio 44113-1454
(216) 522-7678
TTY (216) 522-8441
FAX (216) 522-7389

Dallas
ADR Contact: Carla Vogel
207 South Houston Street, 3rd Floor
Dallas, Texas 75202-4726
(214) 655-3348
TTY (214) 665-3363
FAX (214) 665-3443

Denver
ADR Contact: James Lavato
303 East 17th Avenue, Suite 510
Denver, Colorado 80203

continues

EEOC District Office Mediation Contact List continued

(303) 866-1321
TTY (303) 866-1950
FAX (303) 866-1005

Detroit
ADR Contact: Rosalie Rishavy
477 Michigan Avenue, Room 865
Detroit, Michigan 48226-2523
(313) 226-4087
TTY (313) 226-7599
FAX (313) 226-3045

Houston
ADR Contact: Deborah Urbanski
Mickey Leland Federal Building
1919 Smith Street, 7th Floor
Houston, Texas 77002-8049
(713) 209-3433
TTY (713) 209-3439
FAX (713) 209-3317

Indianapolis
ADR Contact: Karen Bellinger
101 West Ohio Street, Suite 1900
Indianapolis, Indiana 46204-4203
(317) 226-6422
TTY (317) 226-5162
FAX (317) 226-5471

Los Angeles
ADR Contact: Douglas Herrera
255 East Temple Street, 4th Floor
Los Angeles, California 90012
(213) 894-1030
TTY (213) 894-1121
FAX (213) 894-8385

Memphis
ADR Contact: Bob Stevenson
1407 Union Avenue, Suite 621
Memphis, Tennessee 38104
(901) 544-0131
TTY (901) 544-0112
FAX (901) 544-0126

Miami
ADR Contact: Gilbert Carrillo
One Biscayne Tower
2 South Biscayne Boulevard, Suite 2700
Miami, Florida 33131
(305) 530-6002
TTY (305) 536-5721
FAX (305) 536-4494

Milwaukee
ADR Contact: Julie Bretz
310 West Wisconsin Avenue, Suite 800
Milwaukee, Wisconsin 53203-2292
(414) 297-1276
TTY (414) 297-1115
FAX (414) 297-3125

New Orleans
ADR Contact: Glenn Gaudet
701 Loyola Avenue, Suite 600
New Orleans, Louisiana 70113-9936
(504) 589-6819
TTY (504) 589-2958
FAX (504) 589-3626

Philadelphia
ADR Contact: Eugene Weaver
21 South 5th Street, Suite 400
Philadelphia, Pennsylvania 19106-2515
(215) 440-2819
TTY (215) 440-2610
FAX (215) 440-2822

Phoenix
ADR Contact: Yvonne Johnson
3300 North Central Avenue, Suite 690
Phoenix, Arizona 85012-2504
(602) 640-5022
TTY (602) 640-5072
FAX (602) 640-5071

San Antonio
ADR Contact: Sylvia DeLeon
5410 Fredericksburg Road, Suite 200
San Antonio, Texas 78229-3555
(210) 281-2507
TTY (210) 281-7610
FAX (210) 281-2512

San Francisco
ADR Contact: Denise Bernard
901 Market Street, Suite 500
San Francisco, California 94103
(415) 356-5044
TTY (415) 356-5098
FAX (415) 356-5116

continues

EEOC District Office Mediation Contact List continued

Seattle
ADR Contact: Steven M. Randels
Federal Office Building
909 First Avenue, Suite 400
Seattle, Washington 98104-1061
(206) 220-6860/Private Sector
TTY (206) 220-6882
FAX (206) 220-6911

St. Louis
ADR Contact: John Fultz
Robert A. Young Building
1222 Spruce Street, Room 8.100
St. Louis, Missouri 63103
(314) 539-7943
TTY (314) 539-7803
FAX (314) 539-7983

Washington Field Office
ADR Contact: John Fellin
1400 L Street NW, Suite 200
Washington, D.C. 20005
(202) 275-0068
TTY (202) 275-7518
FAX (202) 632-0077

Source: U.S. Equal Employment Opportunity Commission, Washington, D.C.

Checklist for Employment Arbitration Programs

To aid drafters of employment arbitration programs, the following checklist is provided.

—— *Include a fair method of cost sharing between the employer and employee to ensure affordable access to the system for all employees.* Some alternative dispute resolution (ADR) plans allow employees to pay only a small portion of the initial filing fee of the arbitration (e.g., $100) or a percentage of the filing fee based on the employee's salary. If, however, an employee raises an objection and asks to assume a larger portion of the cost of the arbitration, an employer is wise to do so in order to ensure objectivity of the process and avoid the appearance of bias.

—— *Use a neutral ADR provider and an established, fair procedure to govern the arbitration.* It is important to designate a neutral arbitral organization, such as the American Arbitration Association, to administer the external component of the program such as the mediation and/or arbitration processes, and to specify the National Rules for the Resolution of Employment Disputes. The American Arbitration Association as administrator acts as a buffer between the parties and the neutral provider, collecting and disbursing arbitrator compensation, ruling on objections pertaining to the arbitrator's continued service, and preventing ex parte communication between one party and the arbitrator. The plan should also follow the Due Process Protocol.

—— *Specify the qualifications and number of arbitrators.* The Association's national employment panel is composed of a select group of employment law experts including former judges, labor and employment management and plaintiff attorneys, corporate counsel, labor arbitrators, and human resource professionals. Arbitrators on this panel have significant employment law experience, particularly in dealing with issues involving statutory rights. The employment ADR program may also specify additional qualifications of the arbitrator. For example, the clause may specify that an arbitrator knowledgeable about the Employment Retirement Income Security Act of 1974 (ERISA) will resolve all pension disputes.

Most employment arbitrations are heard by one arbitrator. However, a clause may provide that large, complex employment cases with claims exceeding a certain dollar amount shall be heard by a panel of three arbitrators. There are benefits and drawbacks to either number. Appointing an arbitrator and scheduling hearings is easier with one arbitrator than with three, and compensation of the neutral provider is less. However, as the stakes increase, some parties feel more comfortable having their dispute decided by a panel of three individuals.

—— *Specify the employees to be covered.* The program should describe which employees are included in it. Some examples include the following:

All employees not covered by collective bargaining agreements
Certain divisions, departments, or work groups
Certain categories of employees, such as executives, supervisors, or professionals
Salaried employees or hourly employees
Independent contractors
New hires only

—— *Specify the nature of the claims to be covered.* The plan should specify the nature of the claims to be covered, including express reference to employment disputes and/or specific statutory claims such as Title VII and the Age Discrimination in Employment Act (ADEA). Some employers may want the ADR provision to be as broad as possible, while others may choose to exclude certain types of claims. The range of issues to be covered or excluded may include the following:

Termination
Benefits

continues

Checklist for Employment Arbitration Programs continued

Statutory claims
Sexual harassment
Wages and compensation
Performance evaluation

—— *Give employees clear notice of their right of representation.* The plan should provide that the employee may be represented by counsel or any person whom the employee designates at any stage of the external review process. Plans may also provide information about institutions that offer assistance to parties who cannot afford representation, such as bar associations, legal service associations, and civil rights organizations.

Employers may also consider providing a fair method for reimbursement of at least a portion of the employee's legal fees, especially for lower-paid employees. This has been accomplished by tying a legal assistance benefit to the employment dispute ADR program. This ensures full representation and reduces the risk of appeals on procedural grounds.

—— *Provide time frames for filing a claim that are consistent with applicable statutes of limitation.* The ADR program should provide time frames for filing a claim that are consistent with applicable statutes of limitation. This is required by the National Rules for the Resolution of Employment Disputes and the Due Process Protocol and establishes a level of clarity regarding when claims must be filed.

—— *Provide for fair and adequate discovery.* The ADR program should include a fair and simple method by which the parties can obtain the necessary information to present their claim. The plan should provide that any disputes regarding the extent of discovery will be decided by the arbitrator.

—— *Allow for the same remedies and relief that would have been available to the parties had the matter been heard in court.* Under the National Rules for the Resolution of Employment Disputes, the arbitrator may grant any remedy or relief that the arbitrator deems just and equitable, including any remedy or relief that would have been available to the parties had the matter been heard in court. This authority includes the right to award compensatory and exemplary (or punitive) damages, attorneys' fees, and other remedies to the extent those remedies would be available under applicable law in court. The National Rules for the Resolution of Employment Disputes do not permit programs to place restrictions on available remedies.

—— *State clearly that it does not preclude an employee from filing a complaint with a federal, state, or other governmental administrative agency.* A plan that prohibits employees from filing complaints with the Equal Employment Opportunity Commission (EEOC), National Labor Relations Board (NLRB), or other agencies charged with protecting the statutory rights of employees may be subject to successful legal challenge. Moreover, an agency is generally free to pursue a complaint from "any source" or even on its own volition.

—— *Provide adequate notice to employees prior to the plan's implementation.* It is important to give employees adequate notice of the planned implementation date of the employment ADR program. This will also allow time to prepare supervisors as to their roles. The lead time will depend on several factors, including the nature of the plan, the number of employees, and the number of offices (or locations).

—— *Ensure that the employment ADR plan is written in a clear and easily understood manner.* Employment ADR plans should be easily understood by all employees. Legal jargon should be avoided or kept to a minimum.

Source: Adapted with permission from "Resolving Employment Disputes: A Practical Guide," © 1994 American Arbitration Association. All rights reserved. www.adr.org

NEGLIGENCE

GIVING REFERENCES AND DEFAMATION OF CHARACTER

Defamation of character is an attack on someone's reputation through false or malicious statements. The tort of defamation encompasses both slander—making false or malicious statements orally—and libel, which means making such statements in writing. Writing includes printing, pictures, signs, and even effigies. In the workplace, defamation is a false and injurious statement about a worker or former worker that is communicated to a third party.

Employers incur the risk of defamation when they communicate information about current or past employees and the information is damaging to the individual's character and reputation. If the individual believes that the defamatory statements are false, he or she may decide to file suit.

Negative job references have become an expanding source of defamation suits. Many employers seek to protect themselves by giving no information beyond employment dates and promotion and salary record. However, employers should note that a policy of giving very limited references could result in liability for negligent referral. This could happen if a former employee with a history of violent and abusive behavior commits a crime while working for a subsequent employer. In view of this possibility, you might want to amend a reference policy to cover instances in which you will divulge unfavorable information in order to protect your company's reputation or save a third party from harm. This is especially important in light of a case in which an employer failed to warn a future employer about the possibility that a past employee was capable of harmful actions in the workplace.

CASE IN POINT

A school administrator received a glowing recommendation from his past employer and was hired in a new school district. The problem was, the administrator had been the subject of complaints at his past employer. He had been charged with sexual misconduct with several junior high school students.

When a student at the new school complained that the administrator had sexually molested her, the administrator's questionable past came to the surface. The student's family claimed that the previous employer had been negligent when it gave only positive information about the administrator and failed to reveal the negative aspects of his performance. The family claimed that "the recommendation letter amounts to an affirmative misrepresentation presenting a foreseeable and substantial risk of physical harm to a prospective employer or a third person."

The past employer said it had no duty to communicate information about the administrator.

The court disagreed with the past employer. It said the past employer could have reasonably foreseen that the representations and omissions in its reference letters would result in physical injury to someone. The court said that in order to avoid potential liability, the past employer had two choices when it provided the reference:

1. Writing a "full disclosure" letter, revealing all relevant facts regarding the administrator's background
2. Writing a "no comment" letter, omitting any affirmative representations of the administrator's qualifications or merely verifying basic employment dates and details

The court acknowledged the fear employers have of defamation suits. However, it said that employers are protected when they communicate with "interested" persons and the information shared is "based upon credible evidence, made without malice, by a current or former employer of the applicant, to and upon request of the prospective employer." The court said this protection should be enough for employers who wished to give more than just basic employment facts [*Randi W. v. Muroc Joint Unified School District*, 929 P.2d 582 (Calif. Sup.Ct. 1997)].

FURTHER DISCUSSION

When faced with a past employee who has done some harm while in your employ—whether it be physical injury to a coworker or a customer, threatening behavior, embezzlement, or any other damage—it can be difficult to know what to do when you receive a request for a recommendation. Of course, the safest path—as pointed out by this court—is to give just the base essentials (dates of employ and position held). However, it may not feel morally correct to give such a bare-bones assessment in this particular type of case.

Certainly, if there was a problem with a former employee, you should not give him or her a glowing recommendation. This would certainly be seen as misleading.

continues

Giving References continued

However, if you're truly concerned that this person could cause harm in another workplace, talk to your legal adviser—perhaps as early as the day the employee leaves your company. Having a plan in place for dealing with the situation will make it easier if you are asked to give this person a recommendation.

Source: *The Practical Guide to Employment Law*, © 2001 Panel Publishers, a division of Aspen Publishers.

HOW TO OBTAIN QUALITY REFERENCES

Checking references poses a real catch-22 for employers: If they don't check references thoroughly, they risk being charged later on with negligence, yet fear of defamation lawsuits has made many employers reluctant to divulge anything beyond a former employee's job title and dates of employment. Obviously, when you're seeking a reference, you're in a very different position than when you're being asked to provide one.

Here are some guidelines to follow when checking references:

- **Have all prospective employees sign a release form** permitting you to contact former employers, schools, and any references listed on the application.
- **Ask for all names used by an applicant.** "Charles B. Smith" may have been previously employed under the name "C. Bryan Smith." A married woman may have been previously employed under her maiden name.
- **If possible, obtain references in person.** Some companies have a policy of responding only to reference requests by mail. But not everyone has such a policy, and a great deal of information can be gleaned in face-to-face meetings. Facial expressions and body language often contradict what a former employer has to say about a person.
- **Check other references by telephone.** Speaking with an applicant's former employer is more likely to yield useful information than a written inquiry. Ask to speak to the individual's supervisor or immediate boss.
- **Keep notes of conversations with references.** It's a good idea to have a written form to refer to so that responses can be jotted down while they are fresh in your mind. Here are some of the questions that might be covered on this form:
  - — What were the dates of employment?
  - — For what job was the individual hired? Did his or her responsibility change during the period of employment? If so, why?
  - — How would you evaluate this person's performance?
  - — Did he or she have a good attendance record?
  - — Why did the employee leave your company?
  - — Did he or she require close supervision?
  - — How well did he or she get along with coworkers? with supervisors? Were there any conflicts?
  - — Would you reemploy him or her? If not, why?
  - — Would you please verify his or her earnings at the time of hiring and at termination (or at present)?
- **Politely insist.** If your contact says that it's against company policy to give references, emphasize your need for information right away so that the applicant can be given fair consideration for the job. You may also want to mention the fact that if you don't receive the necessary information, the applicant might be excluded from the next step in the selection process. If that fails, ask to speak to someone at the next higher level of management to see if an exception might be made in this instance. Some states have job reference immunity laws that allow employers to speak truthfully about an employee's past performance without fear of lawsuits. Other states limit an employer's ability to give references. Check the laws in your state to see how much information you can expect to receive from a past employer.
- **Evaluate negative references fairly.** Remember that an unfavorable response from one employer doesn't necessarily mean that the applicant should be rejected. Failure in one type of job doesn't necessarily indicate failure in another assignment. Nor are personality clashes—a frequent reason for a poor reference—always an indication that the person is difficult to work with. This is why it is so important to pursue more than one employment reference.

If an applicant is presently employed and doesn't want to jeopardize his/her current position by permitting a reference check, you have two choices. You can abide by the person's wishes and evaluate his/her qualifications based on the information you have. Or, if the current job is the most relevant or the only significant employment the applicant has had to date, you can make the job offer contingent upon receiving a satisfactory reference from the current employer. If it isn't satisfactory, you have the right to withdraw the offer.

Source: *The Practical Guide to Employment Law*, © 2001, Panel Publishers, a division of Aspen Publishers.

Sample Waiver of Liability

My witnessed/notarized signature on the school district application for employment authorizes school district personnel and security/police departments to conduct a complete background investigation and authorizes release of all information in connection with my application for employment. This investigation may include such information as criminal or civil arrests and convictions, driving records, previous educational or training institutions, previous employers, personal and developed references, professional references, and other appropriate or available sources. I waive my right of access to any of the information and, without limitation, hereby release the school district and the reference source from whom the information was received, from any liability in connection with its release or official use. This release includes all the sources mentioned above as well as the following specific examples: local police/sheriff and other state or federal law enforcement agency; information from any local, state, or federal record or central record exchange of data or data on any and all criminal arrests or convictions; and any information from any state department of social services or child protective services unit and any other locality to which they may refer for information regarding any findings or investigations involving me, relating to child abuse, neglect, or domestic violence.

I hereby certify that all entries and statements are true, correct, and complete on this application and are subject to verification and relied upon in considering my application. I also understand that any omissions, false answers or statements made by me on this application, or any supplement to it, regardless of time of discovery, may be sufficient grounds for failure to employ me or for my discharge should I become employed by the school district.

Date Signature of applicant

Witness: Date Signature Print name

(NOTARY if applicable)

Note: School officials should review individual state laws with their attorneys before adopting this or any similar waiver.

Source: "Liability Waiver Can Improve Reference Checks." *Inside School Safety*, Vol. 2:1, Aspen Publishers, Inc., © 1997.

REFERENCE QUESTIONS FROM REAL PRINCIPALS

Though contacting references is often a function of a district's human resources department, it's still a worthwhile exercise for principals. After all, you're the person who will be recommending which candidates to hire—and you want to base your decision on the most complete information. In addition, carefully checking references helps minimize the risk of negligent hiring lawsuits associated with choosing candidates who don't turn out to be the people you thought they were.

Most principals say contacting references confirms the opinions they've formed about candidates throughout the process. Here are some questions they recommend asking:

- How did the candidate get along with other staff and students?
- What has the candidate added most to your building?
- How involved in outside classroom activities was the candidate?
- How was the teachers' attendance?
- How many referrals did this teacher write compared with other staff?
- How effective was the candidate with parents?
- Do you know why the candidate is seeking another position?
- Would you hire this person again?
- Can you tell me something about the candidate's special skills?
- How does the candidate react to success and failure?
- How is the candidate most easily motivated?
- Can you clarify what you meant by "____________" in your recommendation letter?

Source: Copyright © 2002, Aspen Publishers, Inc.

Drug Screening and Investigation Input Form

Date: ____________ Customer No.: ________

Name: ______________________________
First Full Middle Last

Address: __________ City: __________ State: ____ ZIP: ______

Date of Birth: __________ Social Security Number: ______________

Driver's License: ______________ State: __________

Other Names Used (Maiden Name, AKAs): ______________

MUST BE FILLED OUT

In order to be in compliance with the new state law, please list any city and state in which you have resided in the past five years.

City: ______________ State: ______________

City: ______________ State: ______________

City: ______________ State: ______________

APPLICANT DISCLOSURE

Pursuant to the requirements of the Fair Credit Reporting Act, notice is given that a consumer report may be made in connection with your application for employment. The report may include information about your general reputation, personal characteristics, or mode of living.

If you are denied employment, either wholly or partly, because of the information contained in this consumer report, a disclosure will be made to you of the name and address of the consumer reporting agency making such report. If the report contains information about you that is a matter of public record, such as arrests indictments, or convictions, you may also be informed of the name and address of any persons to whom the information is reported.

I have read the above notice and understand what it means.

Applicant Signature: ______________ Date: __________

May we contact your current employer? Yes ____ No ____

Please do not write below this line.

Please check the appropriate numbers:

- ☐ NCIC/ACIC warrants and wants search
- ☐ 39-month driving record
- ☐ Verification of highest educational degree as specified
- ☐ Verification of a minimum of three personal references
- ☐ Verification of previous employment (last 5 years)
- ☐ Social security verification
- ☐ Felony search, out of state
- ☐ Professional licensure verification
- ☐ Military records verification

Comments: ______________________________

Date Faxed: ______ Time Faxed: ______ Position: ______ Location: ______

Courtesy of Peoria Unified School District #11, Glendale, Arizona.

Affidavit of Good Moral Character

Before me this day personally appeared ______________________ who, being duly sworn, deposes and says: As an applicant for employment in a position of trust with the School District, I hereby attest to meeting the requirements for employment, that I am of good moral character, that I have not been found guilty of, regardless of adjudication, or entered a plea of nolo contendere or guilty to, any felony, prohibited under any of the following provisions of state statute or under similar statutes of other jurisdictions, or having had a finding of delinquency or entered a plea of nolo contendere or plea amounting to an admission of guilt to a petition alleging delinquency, for any of the following acts, regardless of adjudication or disposition and regardless of whether or not those records have been sealed or expunged.

- murder
- manslaughter
- vehicular homicide
- killing of an unborn child by injury to the mother
- assault, if the victim of the offense was a minor
- aggravated assault
- battery, if the victim of the offense was a minor
- aggravated battery
- kidnaping
- false imprisonment
- moving children from the state or concealing children contrary to court order
- sexual battery
- prostitution
- lewd and lascivious behavior
- lewdness; indecent exposure
- arson
- robbery
- incest
- aggravated child abuse
- child abuse
- negligent treatment of children
- sexual performance by a child
- abuse, neglect, or exploitation of aged or disabled adults
- obscene literature
- drug abuse prevention and control if the offense was a felony or if any other person involved in the offense was a minor
- fraudulent sale of controlled substances if the offense was a felony
- abuse against a child
- confirmed report of abuse
- domestic violence

I further attest that I have not been judicially determined to have committed abuse against a child or to have a confirmed report of abuse, or to have committed an act which constitutes domestic violence. I further attest that there are no pending charges for any of the above referenced statutes.

Under the penalties of perjury, I declare that I have read the foregoing, and the facts alleged are true to the best of my knowledge and belief.

______________________ Date

______________________ Affiant

______________________ Social Security Number

OR

To the best of my knowledge and belief, my record may contain one of the foregoing disqualifying acts or offenses.

continues

Affidavit of Good Moral Character continued

____________ Date

____________ Affiant

____________ Social Security Number

Subscribed and sworn to (or affirmed) before me this ____________ (Date)

by ____________, who is/are personally known to

me or has/have produced ____________ ___as identification. (Type of identification)

____________ Notary Public, Commission No. ____________
Signature

____________ (Name of Notary typed, printed, or stamped)

Courtesy of Leon County Schools, Tallahassee, Florida.

Employment Reference Form: Sample 1

Applicant's Name: ______________________
Noninstructional ______________
Administrative ______________

Position Applied for: ______________________
Instructional ______________

FORM #1: NONINSTRUCTIONAL/ADMINISTRATIVE OR EDUCATION REFERENCE.

(To be completed by previous employers of noninstructional/ administrative applicants)

	Excellent	Good	Average	Fair	Poor
Accuracy and punctuality of reports					
Attendance record					
Speech and voice qualities					
Attitude					
Enthusiasm					
Knowledge					
Punctuality					
Knowledge of responsibility					
Ability to work with others					
Cooperation					
Personal appearance					
Personality					
Quality of work					
Dependability of work					
Creativity					
Initiative					
Leadership					
Judgment					

FORM #2: INSTRUCTIONAL EXPERIENCE REFERENCE

(To be completed by administrators, supervising teachers, department heads, professors, deans, etc., having knowledge of applicant's teaching ability)

	Excellent	Good	Average	Fair	Poor
Ability to work with children					
Classroom organization and control					
Effective use of methods and techniques					
Planning and preparation					
Competency in academic field					
Ability to work with other teachers					
Enthusiasm for teaching					
Interest and enthusiasm created in pupils					
Accuracy and punctuality of reports					
Speech and voice qualities					
Personal appearance					

continues

Employment Reference Form: Sample 1 continued

Is there any reason why this person should not be employed in a Public School System? Yes _____ No _____.

This evaluation covers the period from 19 ___ through 20 ___

What special assets or limitations does this applicant have? ______________

____

Other Remarks: ______________________________________

____

Evaluator's title during period of evaluation of applicant: ______________

____

DATE PRESENT POSITION OF EVALUATOR TELEPHONE

To be valid, there must be a telephone number to verify this information.

____

PRINTED NAME OF EVALUATOR

____

SIGNATURE OF EVALUATOR

Punctuality					
Judgment					
Leadership					
Poise					
Cooperation					
Attendance record					
Personality					

Is there any reason why this person should not be employed in a Public School System? Yes ____ No ____.

This evaluation covers the period from 19 ___ through 20 ___.

Would you employ this person as a teacher? ______________________

If this person was a former employee, would you rehire? ______________

Have you observed applicant teaching in a classroom situation? __________

Other Remarks: ______________________________________

____

Evaluator's title during period of evaluation of applicant: ______________

____

DATE PRESENT POSITION OF EVALUATOR TELEPHONE

To be valid, there must be a telephone number to verify this information.

____

PRINTED NAME OF EVALUATOR

____

SIGNATURE OF EVALUATOR

This form will be shown to the applicant or other members of the public only upon specific request.

Courtesy of Leon County Schools, Tallahassee, Florida.

Employment Reference Form: Sample 2

TO BE COMPLETED BY APPLICANT

Applicant Name ______________________________ S.S. #____/____/____
Last First M.

Previous Name(s) (Maiden) ______________________________

Name of previous supervisor ______________________________

Company Name ______________________ Phone ______________

I have applied to the School District for the following position(s):

____

I authorize you to provide the School District with information regarding my suitability for employment. I further release and hold harmless my former employer from any action or liability for any information provided or statement made in good faith.

______________________ ____/____
Applicant Signature Date

TO BE COMPLETED BY REFERENCE

1. How long have you known the applicant? ______________________
2. In what capacity have you known the applicant?
   ☐ Personal ☐ Coworker ☐ Subordinate ☐ Other ______________
3. What was the applicant's position? ______________________
4. Describe the duties of the applicant ______________________

   ____
5. What were the dates of employment? From ______________ To ______________
   Month/Day/Year Month/Day/Year
6. What was the applicant's reason for leaving? ______________________

   ____
7. Did the applicant receive any disciplinary action or reprimand? ☐ Yes ☐ No ☐ Not Known
8. Was the applicant asked to resign? ☐ Yes ☐ No ☐ Not Known
9. Did the applicant pass a probationary period? ☐ Yes ☐ No ☐ Not Known
10. Was the applicant's certificate/contract suspended, revoked or non-renewed? ☐ Yes ☐ No ☐ Not Known

    Reason (if known) ______________________
11. If a vacancy existed in your school/business for which the applicant was qualified, would you recommend him/her for employment? ☐ Yes ☐ No

    If no, please explain ______________________

continues

Employment Reference Form: Sample 2 continued

PLEASE CONSIDER THIS APPLICANT IN RELATION TO THE QUALITIES LISTED BELOW.

Indicate your rating by checking (✓) the appropriate box

5 = Extremely competent/professional 4 = Very competent/professional 3 = Competent/professional

2 = Less than competent 1 = Much less than competent 0 = Not observed/unknown

TEACHER DIMENSIONS (Complete for teacher applicants only)	**5**	**4**	**3**	**2**	**1**	**0**
Planning—(content, coverage, utilization of instructional materials, activity source, and goal focusing)						
Management of Student Conduct—(rule explication and monitoring, overlapping, quality of desist, group alert, movement smoothness, movement slowdown, and praise)						
Instructional Organization and Development—(efficient use of time, review of subject, lesson development, teacher feedback, and management of seatwork/homework)						
Presentation of Matter—(presentation of conceptional knowledge, explanatory knowledge, academic rule knowledge, and presentation of value knowledge)						
Verbal and Nonverbal Communication—(control of discourse, emphasis task attraction and challenge, speech and body language)						
Testing—(preparation for testing, test administration, and formative feedback)						
PROFESSIONAL/PERSONAL QUALITIES (COMPLETE FOR ALL APPLICANTS)						
Quality of work/work habits						
Ability to work with others						
Ability to learn						
Dependability/Attendance						
Attitude						
Judgment/Common sense						
Initiative						
Health/Emotional stability						
Personality						
Personal appearance						

Print Name ______________________ / ______________________ / ____________
Person providing reference Signature Date

School/Agency Name ____
Street City State ZIP

Position ______________________ Phone number for reference verification (_____) __________

Courtesy of The School District of Osceola County, Kissimmee, Florida.

EMPLOYMENT LAW CONSIDERATIONS

THE AMERICANS WITH DISABILITIES ACT (ADA): YOUR RESPONSIBILITIES AS AN EMPLOYER

The Americans with Disabilities Act of 1990 (ADA) makes it unlawful to discriminate in employment against a qualified individual with a disability. The ADA also outlaws discrimination against individuals with disabilities in state and local government services, public accommodations, transportation, and telecommunications. This material explains the part of the ADA that prohibits job discrimination. This part of the law is enforced by the U.S. Equal Employment Opportunity Commission (EEOC) and state and local civil rights enforcement agencies that work with the Commission.

ARE YOU COVERED?

Job discrimination against people with disabilities is illegal if practiced by:

- private employers
- state and local governments
- employment agencies
- labor organizations
- labor management committees

The part of the ADA enforced by the EEOC outlaws job discrimination by all employers, including state and local government employers, with 15 or more employees.

Another part of the ADA, enforced by the U.S. Department of Justice, prohibits discrimination in state and local government programs and activities, including discrimination by all state and local governments, regardless of the number of employees.

Because the ADA establishes overlapping responsibilities in both EEOC and the Department of Justice (DOJ) for employment by State and local governments, the federal enforcement effort will be coordinated by EEOC and DOJ to avoid duplication in investigative and enforcement activities. In addition, because some private and governmental employers are already covered by nondiscrimination and affirmative action requirements under the Rehabilitation Act of 1973, EEOC, DOJ, and the Department of Labor will similarly coordinate the enforcement effort under the ADA and the Rehabilitation Act.

WHAT EMPLOYMENT PRACTICES ARE COVERED?

The ADA makes it unlawful to discriminate in all employment practices such as:

- recruitment
- pay
- hiring
- firing
- promotion
- job assignments
- training
- leave
- layoff
- benefits
- all other employment-related activities

The ADA prohibits an employer from retaliating against an applicant or employee for asserting his rights under the ADA. The Act also makes it unlawful to discriminate against an applicant or employee, whether disabled or not, because of the individual's family, business, social, or other relationship or association with an individual with a disability.

WHO IS PROTECTED?

Title I of the ADA protects qualified individuals with disabilities from employment discrimination. Under the ADA, a person has a disability if he has a physical or mental impairment that substantially limits a major life activity. The ADA also protects individuals who have a record of a substantially limiting impairment and people who are regarded as having a substantially limiting impairment.

To be protected under the ADA, an individual must have, have a record of, or be regarded as having a substantial, as opposed to a minor, impairment. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, caring for oneself, learning, or working.

continues

The ADA: Your Responsibilities as an Employer continued

An individual with a disability must also be qualified to perform the essential functions of the job, with or without reasonable accommodation, in order to be protected by the ADA. This means that the applicant or employee must:

- Satisfy your job requirements for educational background, employment experience, skills, licenses, and any other qualification standards that are job-related.
- Be able to perform those tasks that are essential to the job, with or without reasonable accommodation.

The ADA does not interfere with your right to hire the best-qualified applicant. Nor does the ADA impose any affirmative action obligations. The ADA simply prohibits you from discriminating against a qualified applicant or employee because of his/her disability.

HOW ARE ESSENTIAL FUNCTIONS DETERMINED?

Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation. You should carefully examine each job to determine which functions or tasks are essential to performance. (This is particularly important before taking an employment action such as recruiting, advertising, hiring, promoting, or firing).

Factors to consider in determining if a function is essential include:

- whether the reason the position exists is to perform that function
- the number of other employees available to perform the function or among whom the performance of the function can be distributed
- the degree of expertise or skill required to perform the function

Your judgment as to which functions are essential and a written job description prepared before advertising or interviewing for a job will be considered by EEOC as evidence of essential functions. Other kinds of evidence that EEOC will consider include:

- the actual work experience of present or past employees in the job
- the time spent performing a function
- the consequences of not requiring that an employee perform a function
- the terms of a collective bargaining agreement

WHAT ARE MY OBLIGATIONS TO PROVIDE REASONABLE ACCOMMODATIONS?

Reasonable accommodation is any change or adjustment to a job or work environment that permits a qualified applicant or employee with a disability to participate in the job application process, to perform the essential functions of a job, or to enjoy benefits and privileges of employment equal to those enjoyed by employees without disabilities. For example, reasonable accommodation may include:

- acquiring or modifying equipment or devices
- job restructuring
- part-time or modified work schedules
- reassignment to a vacant position
- adjusting or modifying examinations, training materials or policies
- providing readers and interpreters
- making the workplace readily accessible to and usable by people with disabilities

Reasonable accommodation also must be made to enable an individual with a disability to participate in the application process and to enjoy benefits and privileges of employment equal to those available to other employees.

It is a violation of the ADA to fail to provide reasonable accommodation to the known physical or mental limitations of a qualified individual with a disability unless to do so would impose an undue hardship on the operation of your business. Undue hardship means that the accommodation would require significant difficulty or expense.

WHAT IS THE BEST WAY TO IDENTIFY A REASONABLE ACCOMMODATION?

Frequently, when a qualified individual with a disability requests a reasonable accommodation, the appropriate accommodation is obvious. The individual may suggest a reasonable accommodation based upon his/her own life or work experience. However, when the appropriate accommodation is not readily apparent, you must make a reasonable effort to identify one. The best way to

continues

The ADA: Your Responsibilities as an Employer continued

do this is to consult informally with the applicant or employee about potential accommodations that would enable the individual to participate in the application process or perform the essential functions of the job. If this consultation does not identify an appropriate accommodation, you may contact the EEOC, state or local vocational rehabilitation agencies, or state or local organizations representing or providing services to individuals with disabilities. Another resource is the Job Accommodation Network (JAN). JAN is a free consultant service that helps employers make individualized accommodations. The telephone number is 1-800-526-7234.

WHEN DOES A REASONABLE ACCOMMODATION BECOME AN UNDUE HARDSHIP?

It is not necessary to provide a reasonable accommodation if doing so would cause an undue hardship. Undue hardship means that an accommodation would be unduly costly, extensive, substantial, or disruptive, or would fundamentally alter the nature or operation of the business. Among the factors to be considered in determining whether an accommodation is an undue hardship are the cost of the accommodation, the employer's size, financial resources, and the nature and structure of its operation.

If a particular accommodation would be an undue hardship, you must try to identify another accommodation that will not pose such a hardship. If cost causes the undue hardship, you must also consider whether funding for an accommodation is available from an outside source, such as a vocational rehabilitation agency, and if the cost of providing the accommodation can be offset by state or federal tax credits or deductions. You must also give the applicant or employee with a disability the opportunity to provide the accommodation or pay for the portion of the accommodation that constitutes an undue hardship.

CAN I REQUIRE MEDICAL EXAMINATIONS OR ASK QUESTIONS ABOUT AN INDIVIDUAL'S DISABILITY?

It is unlawful to:

- Ask an applicant whether he/she is disabled or about the nature or severity of a disability.
- Require the applicant to take a medical examination before making a job offer.

You can ask an applicant questions about ability to perform job-related functions as long as the questions are not phrased in terms of a disability. You can also ask an applicant to describe or to demonstrate how, with or without reasonable accommodation, the applicant will perform job-related functions.

After a job offer is made and prior to the commencement of employment duties, you may require that an applicant take a medical examination if everyone who will be working in the job category must also take the examination. You may condition the job offer on the results of the medical examination. However, if an individual is not hired because a medical examination reveals the existence of a disability, you must be able to show that the reasons for exclusion are job-related and necessary for conduct of your business. You also must be able to show that there was no reasonable accommodation that would have made it possible for the individual to perform the essential job functions.

Once you have hired an applicant, you cannot require a medical examination or ask an employee questions about disability unless you can show that these requirements are job-related and necessary for the conduct of your business. You may conduct voluntary medical examinations that are part of an employee health program.

The results of all medical examinations or information from inquiries about a disability must be kept confidential and maintained in separate medical files. You may provide medical information required by state workers' compensation laws to the agencies that administer such laws.

DO INDIVIDUALS WHO USE DRUGS ILLEGALLY HAVE RIGHTS UNDER THE ADA?

Anyone who is currently using drugs illegally is not protected by the ADA and may be denied employment or fired on the basis of such use. The ADA does not prevent employers from testing applicants or employees for current illegal drug use or from making employment decisions based on verifiable results. A test for the illegal use of drugs is not considered a medical examination under the ADA; therefore, it is not a prohibited preemployment medical examination and you will not have to show that the administration of the test is job related and consistent with business necessity. The ADA does not encourage, authorize, or prohibit drug tests.

continues

The ADA: Your Responsibilities as an Employer continued

HOW IS THE ADA ENFORCED AND WHAT ARE THE AVAILABLE REMEDIES?

The provisions of the ADA that prohibit job discrimination will be enforced by the U.S. Equal Employment Opportunity Commission. Individuals who believe they have been discriminated against on the basis of their disability can file a charge with the Commission at any of its offices located throughout the United States. A charge of discrimination must be filed within 180 days of the discrimination unless there is a state or local law that also provides relief for discrimination on the basis of disability. In those cases, the complainant has 300 days to file a charge.

The Commission will investigate and initially attempt to resolve the charge through conciliation, following the same procedures used to handle charges of discrimination filed under Title VII of the Civil Rights Act of 1964. The ADA also incorporates the remedies contained in Title VII. These remedies include hiring, promotion, reinstatement, back pay, and attorneys' fees. Reasonable accommodation is also available as a remedy under the ADA.

HOW WILL EEOC HELP EMPLOYERS WHO WANT TO COMPLY WITH THE ADA?

The Commission believes that employers want to comply with the ADA and that if they are given sufficient information on how to comply, they will do so voluntarily.

Accordingly, the Commission conducts an active technical assistance program to promote voluntary compliance with the ADA. This program is designed to help employers understand their responsibilities and assist people with disabilities to understand their rights and the law.

In January 1992, EEOC published a Technical Assistance Manual, providing practical application of legal requirements to specific employment activities, with a directory of resources to aid compliance. EEOC publishes other educational materials, provides training on the law for employers and for people with disabilities, and participates in meetings and training programs of other organizations. EEOC staff also will respond to individual requests for information and assistance. The Commission's technical assistance program is separate and distinct from its enforcement responsibilities. Employers who seek information or assistance from the Commission will not be subject to any enforcement action because of such inquiries.

The Commission also recognizes that differences and disputes about the ADA requirements may arise between employers and people with disabilities as a result of misunderstandings. Such disputes frequently can be resolved more effectively through informal negotiation or mediation procedures, rather than through the formal enforcement process of the ADA. Accordingly, EEOC will encourage efforts to settle such differences through alternative dispute resolution, providing that such efforts do not deprive any individual of legal rights provided by the statute.

Source: U.S. Equal Employment Opportunity Commission, Washington, D.C.

RIGHTS OF PERSONS WITH DISABILITIES POLICY

It is the policy of the Board of Education that no otherwise qualified person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment or under any program or activity sponsored by this Board. The Board shall comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act. This policy is to effectuate Section 504 of the Rehabilitation Act of 1973.

Notice of the Board's policy on nondiscrimination in employment and education will be given in the Board Policy manual, posted throughout the district, and published in any district statement regarding the availability of employment positions or educational services.

EMPLOYMENT

No employee or candidate for employment shall be discriminated against in recruitment, hiring, advancement, discharge, compensation, training, transfer, or any other term, condition, or privilege of employment solely because of his/her disability, provided the employee or candidate can, with or without reasonable accommodation, perform the essential functions of the position sought or held.

No candidate for employment shall be required to answer a question or submit to an examination regarding a disability except as such disability relates directly to the performance of the job sought. No candidate will be discriminated against on the basis of a disability that is not directly related to the essential function of the position for which they have applied.

Reasonable accommodations not directly affecting the instructional program shall be made to accommodate employment conditions to the needs of qualified persons with disabilities. Such accommodations may include rescheduling; restructuring jobs; making facilities accessible; acquiring or modifying equipment; modifying examinations, training materials, and policies; and providing readers or interpreters.

PROGRAM ACCESSIBILITY

No qualified handicapped person shall be denied the benefit of, be excluded from participation in, or otherwise be subjected to discrimination regarding any activity offered by this district.

The school district has an affirmative obligation to evaluate a pupil who is suspected of having a disability to determine the pupil's need for special education and related services. The Board directs that all reasonable efforts be made to identify unserved children with educational disabilities in this district who are eligible for special education and/or related services. A free appropriate public education will be provided for each child determined to be in need of special education and/or related services. Such a program of special education shall be provided in the least restrictive environment and in barrier-free facilities comparable to those provided for pupils without educational disabilities. To the maximum extent appropriate to the pupil's disability, a pupil with an educational disability shall be placed in an instructional setting with pupils without educational disabilities or with less severe disabilities.

Section 504 requires the school district to address the needs of children who are considered disabled under Section 504 as adequately as the needs of nondisabled persons are met. A student may be disabled within the meaning of Section 504 and therefore entitled to regular or special education and related aids and services under the Section 504 regulation even though the student may not be eligible for special education and related services under Part B of the Individuals with Disabilities Education Act.

No pupil will be denied, because of their educational disability, participation in cocurricular, intramural, or interscholastic activities or any of the services offered or recognitions rendered regularly to the pupils of this district.

The due process rights of pupils with disabilities and their parents will be rigorously enforced.

ENFORCEMENT

The School Business Administrator/Board Secretary and the Director of Student Personnel Services are designated as compliance officers in their respective areas of responsibility. A complaint regarding a violation of law and this policy will be subject to a complaint procedure that provides for the prompt and equitable resolution of disputes.

The complainant shall be notified of his/her rights of appeal at each step of the process, and accommodations to the needs of disabled complainants shall be made. A complainant shall be informed of their right to file a formal action for redress with or without recourse to the complaint procedure established by this policy.

A complaint regarding the identification, evaluation, classification, or educational program of a pupil with an

continues

Rights of Persons with Disabilities Policy continued

educational disability shall be governed by the due process rules of the State Board of Education, the Office of Administrative Law, and the conflict resolution process established by the Board.

GUARANTEE OF RIGHTS

The Board shall not interfere, directly or indirectly, with any person's exercise or enjoyment of the rights protected by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, or the Individuals with Disabilities Education Act.

The Board shall not discriminate against any person for that person's opposition to any act or practice made unlawful by law or this policy or for that person's participation in any manner in an investigation or proceeding arising under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, or the Individuals with Disabilities Education Act.

EVALUATION AND COMPLIANCE

The Board directs the Superintendent to evaluate district programs and practices on nondiscrimination, in accordance with law, and to report evaluations to the Board. The Board will submit such assurances of compliance as are required by law.

Courtesy of Board of Education, Dunellen, New Jersey.

Request for Reasonable Accommodation Form

In accordance with the Policy of the Public School Americans with Disabilities (ADA) District, this form is used to request a reasonable accommodation by qualified persons with disabilities. It can be used by employees of and job applicants to the Public School District, by students (or parents/guardians on behalf of students), and by members of the community who wish to participate in school, or Board of Education public events.

If you need this form in an alternative format (Braille, large print, audiocassette) or if you need assistance in filling out this form, contact the ADA Administrator within your school system.

PLEASE PRINT OR TYPE—USE EXTRA SHEETS IF NECESSARY

1. Name: Ms. Mrs. Mr. ____________________ Social Security # ____________________
   (Circle One)
2. Mailing Address ____________________ Apt. # __________
   City ____________________ State __________ ZIP ________
3. Home Phone or TTY/TDD Number (_____) __________
4. Work Site Location/School Name ____________________ Department ____________________
5. Work Phone (_____) __________
6. Category of Requester (Mark one)
   A. ☐ Teacher Subject ______________ Grade __________
   B. ☐ Employee (Title) ____________________
   C. ☐ Student
   D. ☐ Parent/Guardian
   E. ☐ Job Applicant
   F. ☐ Other (Describe) ____________________
7. What is/are the medical condition(s) that limit your ability to do your job?

8. Please describe your accommodation request. Be as specific as possible. (architectural, communication, equipment, changes in policies or practices, etc.)

continues

Request for Reasonable Accommodation continued

9. What is the reason you need an accommodation? What things are you unable to do without an accommodation? Be as specific as possible.

10. If you are requesting a type of equipment or a device, do you know where it can be obtained and about how much it costs? If so, please provide this information. *Note:* ADA does not provide any personal device.

11. Is there any other information that would help us evaluate your request?

Please be sure to include a statement from your doctor stating your diagnosis, prognosis, any restrictions you may have with respect to your employment, and the projected duration of those restrictions. ***Your request cannot be processed without a doctor's statement***.

I am a Board of Education employee/job applicant/parent/guardian. I hereby authorize the Board to obtain any medical information needed to evaluate my request for an accommodation under the Americans with Disabilities Act (ADA).

Signature of Person Requesting Accommodation:

_______________________________________ Date ____________

Source: Copyright © 2001 Chicago Public Schools Human Resources.

EMPLOYMENT POLICIES

TEACHER PERSONNEL FILES POLICY

Two personnel files are maintained on each teacher ,One is kept at the central office, and one is kept at the school location. These files shall not include the principal's log. This log shall be maintained solely for the principal's own personal use and shall not be used as a personnel file. A copy of each written report, comment, reprimand, or any other document concerning a teacher which the School District placed in either of the two personnel files shall be provided to that teacher. The teacher shall sign the file copy of the written report, comment, reprimand, or any other document as acknowledgment of receipt of a copy of the document. Such signature shall not be construed as agreement to the contents of the document.

Any written response by the employee to any written report, comment, reprimand, or other document as provided for in the preceding Article shall also become a part of that employee's personnel file and shall remain a part of said file as long as the written report, comment, reprimand, or other document responded to remains a part of the file. All copies of the employee's response will be countersigned by the receiving administrator or designee, and a copy of the response shall be attached to the supervisor's document. When an employee makes a written response to any written report, comment, reprimand, or any other document, the employees's response shall be made within 30 school days and shall be attached to the supervisor's document. Upon written request of the teacher, a waiver of the time limits by the supervisor, not to exceed 10 day, shall not be unreasonably withheld. When a copy of the supervisor's written document is forwarded to any other location, a copy of the employee's written response shall be attached.

Written reports, written comments, written reprimands, or other documents of School District origin, in the possession of the District, or to which the District has access, that have not been called to the teacher's attention in writing, shall not be used to adversely affect the continued employment, transfer, salary, or assignment to extra pay for extra duty assignments.

Any observation that results in an unsatisfactory written evaluation or direction for change shall be called to the employee's attention in writing within 20 days after the observation.

Upon request, the teacher shall be given, within a reasonable time, access to the teacher's file, excluding any preemployment documents. Upon request, any teacher shall be furnished a reproduction of any material in the teacher's file at a cost of 10 cents per page not more than one time per year unless requested by the association.

Any time after a period of three years and one day from issuance, any written report, comment, reprimand, or other document, excluding evaluations, placed in any teacher's file shall be removed upon written request of that teacher.

Source: Clark County School District, Las Vegas, Nevada.

ASSIGNMENT OF ADDITIONAL DUTIES POLICY

The professional responsibilities of teaching staff members include such extra duties as may be assigned by the Superintendent. The Board will appoint teaching staff members to extra duty positions including, but not necessarily limited to, the positions of department chairperson, account treasurer, cocurricular activity advisor, athletic coach, monitor, and chaperone.

A teaching staff member who requests appointment to an extra duty position may be given preference over other candidates for the position.

Any teaching staff member appointed to an extra duty position is expected to serve unless excused for extenuating circumstances. A member's refusal to serve or resignation from extra duty service without permission may constitute an act of insubordination subject to discipline.

A teaching staff member can accrue no tenure or seniority rights in an extra duty position and is not entitled to reappointment to an extra duty position.

Performance in an extra duty position will be considered in a teacher staff member's evaluation, in determining whether to renew a nontenured member, and in determining which of two or more tenured members with identical seniority entitlements will be retained in a reduction in force.

The Superintendent will inform the Board of extra duty positions required for the implementation of the district's program, post notice of vacancies in those positions, and recommend appointments to those positions.

Courtesy of Board of Education, Dunellen, New Jersey.

OUTSIDE ACTIVITIES POLICY

The Board of Education recognizes that teaching staff members enjoy a private life outside the schools in which they enjoy associations and engage in activities for a variety of personal, economic, religious, or cultural reasons. The Board believes that the role of the teaching profession is such that teachers exert a continuing influence away from the schools. Further, the Board has directed the evaluation of staff in terms of their faithfulness to and effectiveness in discharging professional duties.

The Board directs that all teaching staff members be governed in the conduct of personal activities by the following six guidelines:

1. Teaching staff members should refrain from conduct, associations, and offensive speech that, if given publicity, would tend to have an adverse or harmful effect upon pupils or the school community.
2. Teaching staff members should not devote time during the working day to an outside activity.
3. The Board does not endorse, support, or assume liability in any way for any staff member of this district who takes pupils on trips not approved by the Board or Superintendent, and shall not be liable for the welfare of pupils who travel on such trips. No staff member may solicit pupils of this district for such trips within the facilities or on the school grounds of the district.
4. Teaching staff members shall not campaign on school premises on behalf of any candidate for local, state, or national office or for any public question on the ballot.
5. Teaching staff members should not tutor students currently enrolled in their classes privately for compensation.
6. Copyrights and patents to materials or equipment developed, written, prepared, processed, or tested by teaching staff members in the performance of their professional duties reside with and may be claimed by the Board.

Courtesy of Board of Education, Dunellen, New Jersey.

Appendixes

Appendix A—Resources A:1

Resources

HIRING

Publications

A,B,C,D,E,F,G: A Planning Brief for the Teacher Development Continuum. By Dr. Richard Pitcock. (2000). Available from American Association of School Personnel Administrators. Tel. (757) 340-1217. www.aaspa.org
Suggests ways in which a district recruitment plan can be developed. Features a plan from one school district and a recruitment audit from another.

Breaking the Class Ceiling: Paraeducator Pathways to Teaching. (1996). Available from Recruiting New Teachers, Inc. Tel. (617) 489-6000. www.rnt.org
A national study on how programs across the country are working to create a more qualified and diverse teaching force through paraeducator-to-teacher programs.

Doing What Matters Most: Investing in Quality Teaching. (1997). National Commission on Teaching in America's Future. New York, NY: Author.

The Guide to Background Investigations. By Richard Ling. Order from National Employment Screening Services, Inc., 8801 S. Yale, Tulsa, OK 74137. Tel. (918) 491-9936.

How To Hire a Teacher. (1995). Available from American Association of School Personnel Administrators. Tel. (757) 340-1217. www.aaspa.org
Describes how to use performance assessment in a comprehensive selection system to improve the probability that the best possible candidate is offered a position.

Source: Copyright © 2002, Aspen Publishers, Inc.

How To Interview, Hire, and Retain Quality New Teachers. By Mary C. Clement. Available from American Association of School Personnel Administrators. Tel. (757) 340-1217. www.aaspa.org
Offers guidelines on how to hire the best teachers.

How To Recruit Minority Teachers: A Practical Guide. Published by American Association of Colleges for Teacher Education. (1989). Washington, D.C.

Measured Steps: An Evaluation Handbook for Improving Teacher Recruitment Programs. (1998). Available from Recruiting New Teachers, Inc. Tel. (617) 489-6000. www.rnt.org
A step-by-step guide to improving your program by examining the effectiveness of activities, strategies, and participants' progress. Includes worksheets and instructions to help the beginning evaluator assess a teacher recruitment program.

The Recruiters Guide: Job Fairs for Educators. Available from American Association for Employment in Education. Tel. (614) 485-1111. www.aaee.org

Recruiting the Best: A Guide to Successful Recruitment Strategies in Education. Available from American Association for Employment in Education. Tel. (614) 485-1111. www.aaee.org
Handbook for recruiters containing articles on marketing, maximizing your attendance at job fairs, creating online marketing, developing partnerships with college career services, training site-based interview teams, questions you shouldn't ask, recruiting teachers of color, and retention/mentoring programs.

The Preemployment Process: Avoiding Impermissible Inquiries and the Effect of the Americans with Disabilities Act. By Janet L. Horton. (1993). Available from Education Law Association. Tel. (937) 229-3589. www.educationlaw.org. ISBN 1-56534-081-7
Discusses legal considerations in the preemployment process, focusing on avoiding impermissible inquiries. Contains samples of inappropriate and appropriate job application forms.

Recruiting for Diversity in Education. (1997). Available from American Association of School Personnel Administrators. Tel. (757) 340-1217. www.aaspa.org
Describes exemplary programs for increasing the numbers of teachers of color in schools.

Teacher of the Future. (1997). Available from American Association of School Personnel Administrators. Tel. (757) 340-1217. www.aaspa.org
Provides information on what skills and knowledge will be needed by a desired educator employee in the next five to ten years. Focuses on most critical knowledge and skills for the teacher of the future, the hiring process, induction, staff development, and assessment.

Teacher Recruitment and Retention Strategies for Smaller Schools: A Handbook for Superintendents and School Boards. By Edward A. Seifert and William H. Kurtz. (1983). San Marcos, TX: Small School Resource Center, Southwest Texas State University. ED 234 972.

Web Sites

Academic Employment Network
www.academploy.com

American Association of School Administrators
www.aasa.org
Online job listing service.

Background Checks
www.backgroundsonline.com

Background Checks
www.avert.com

Model Teacher Recruitment Programs
Golden Apple Scholars of Illinois
www.goldenapple.org/scholars.html

Navajo Nation/Ford Foundation Teacher Education Program
www.fordfound.org

North Carolina Teaching Fellows Program
www.teachersfellows.org

Pathways to Teaching Careers Program
www.dewittwallace.org/focus/pathways

Recruiting New Teachers, Inc.
www.rnt.org

South Carolina Teacher Cadet Program
www.scctr.org

Teach for America
www.teachforamerica.org

Teachers-Teachers.com
www.teachers-teachers.com

Troops to Teachers (TTT)
http://voled.doded.mil/dantes/ttt

INDUCTION

Publications

Beginning Teacher Mentorship Programs. Available from Educational Research Service. Tel. (800) 791-9301. www.ers.org
Materials review models, activities, and goals of mentorship programs for beginning teachers, and how to involve and train veteran teachers and mentors.

Best Practices in Mentoring. Available online at www.teachermentors.com

Break It Up: A Teachers' Guide to Managing Student Aggression. By A. Goldstein, J. Palumbo, S. Striepling, and A. Voutsinas. (1995). Champaign, IL: Research Press. Tel. (217) 352-3273.
Step-by-step procedures to a team approach to handling student disruption and aggression; also available on video.

Classroom Management for Elementary Teachers (5th Ed.). By C. Everton, E. Emmes, and M. Worsham. (2000). Boston, MA: Allyn and Bacon.
A good how-to book for all aspects of teaching in the elementary school classroom.

Classroom Teacher's Survival Guide: Practical Strategies. By R. Partin. (1999). West Nyack, NY: Center for Applied Research in Education. Available at www.phdirect.com
Tells how to manage behavior and build a sense of community in the classroom. Includes techniques and reproducible materials.

Discipline Survival Guide for the Secondary Teacher. By J.G. Thompson (1999). West Nyack, NY: Center for Applied Research in Education. Available at www.phdirect.com
Reference with checklists, forms, tips on behavior management, etc.

Effective Teaching: How Do We Know It When We See It? Available from Educational Research Service. Tel. (800) 791-9301. www.ers.org
Summarizes four recent studies that ask the question "What does teaching look like in high-achieving classrooms?" Education leaders can use this information to make solid decisions in the areas of teacher recruitment, preservice training, staff evaluation, and professional development.

First-Class Teacher: Success Strategies for New Teachers. Available from Canter and Associates. Tel. (800) 262-4347.
Covers all aspects of teaching. Offers practical advice for new, novice, and struggling teachers in grades K–8.

Learning the Ropes: Urban Teacher Induction Programs and Practices in the United States. (1998). Available from Recruiting New Teachers, Inc. Tel. (617) 489-6000. www.rnt.org
A national study of programs across the country designed to support, assist, train, and assess teachers within their first three years of employment in urban schools.

Managing Secondary Classrooms. By P.A. Williams, R.D. Alley, and K.T. Henson. (1999). Boston, MA: Allyn and Bacon.
Covers all aspects of setting up and maintaining a well-run classroom, including before school begins, the first day of class, involving parents, managing behavior, and working with students in crisis.

Mentoring: Developing Successful New Teachers. Edited by T. Bey and C. Holmes. (1990). Reston, VA: Association of Teacher Educators.

Mentoring: A Resource and Training Guide for Educators. By A. Newton et al. (1994). Stoneham, MA: WestEd.
A guide and extensive set of activities for preparing mentors to support beginning teachers.

Mentoring New Teachers. By H. Portner. (1998). Thousand Oaks, CA: Corwin Press.

Providing Support for New Teachers. Available from Educational Research Service. Tel. (800) 791-9301. www.ers.org
Summarizes what the research says about the kinds of support beginning teachers need and describes various approaches that can be effective in helping new teachers grow into successful professionals.

Rethinking Student Discipline. By P.M. Short, R.J. Short, and C. Blanton. (1994). Thousand Oaks, CA: Corwin.

Survival Guide for New Teachers: How New Teachers Can Work Effectively with Veteran Teachers, Parents, Principals, and Teacher Educators. Published by the U.S. Department of Education, Office of Education Research and Improvement (OERI). Available online at www.ed.gov/pubs/survivalguide/survguide.pdf
Mentor Teacher Programs in the States. Educational Issues Policy Brief #5. (1998). Washington, D.C.: American Federation of Teachers.

Surviving Your First Year of Teaching: Guidelines for Success. By R.D. Kellough. (1999). Columbus, OH: Merrill. Tel. (800) 526-0485. www.merrilleducation.com
Advice on many topics, including getting organized, grading, curricula concerns, behavior management, and the first day.

Teachers Helping Teachers. Available online
www.pacific.net/~mandel

The First Days of School: How To Be an Effective Teacher. By Wong and Wong. (1998). Sunnydale, CA: Wong Publications.

Web Sites

AskERIC
http://ericir.syr.edu
Over 3,000 resources on a variety of educational issues.

Beginning Teacher Support and Assessment
www.btsa.ca.gov

CADRE Project
www.unocoe.unomaha.edu/cadre

Columbus Education Association
Peer Assistance and Review Program
www.ceaohio.org

Cuisenaire Publishers
www.cuisenaire.com/index.html
Offers hands-on math and science products for K–12.

Delaware's Department of Instruction Mentoring Program
www.doe.state.de.us

Discipline with Dignity®
www.disciplineassociates.com
A flexible program for effective school and classroom management.

Education Planet
www.educationplanet.com
Educational resources for educators.

Education Week
www.edweek.org

Eisenhower National Clearinghouse
www.enc.org
Information source for science and math teachers, offering curriculum, software, professional development opportunities, and links to online academic standards and research materials.

Electronic School
www.electronic-school.com

Federal Resources for Educational Excellence (FREE)
www.ed.gov/free
Online learning resources.

Highlights Teacher Net
www.teachernet.com
Online community for educators offering resources for K–8 classroom teachers.

Inspiring Teachers
www.inspiringteachers.com

Kappan—Phi Delta Kappa's Professional Online Journal for Education
www.pdkintl.org/kappan/kappan.htm

Logotron
www.logo.com/index.html
Educational software and books.

Mailbox Magazines
www.learningmagazine.com

The Math Forum Teachers' Place
http://forum.swathmore.edu/teachers
Math-focused lesson plans and software.

Mentoring Leadership and Resource Network
www.mentors.net

Microsoft
www.microsoft.com/education
Tutorials, training providers, lesson plans, and software applications for classrooms.

National Board for Professional Teaching Standards
www.nbpts.org
Information on raising teacher standards.

National School Network Telementoring and Mentor Center
http://nsn.bbn.com/telementor_wrkshp/tmlink.html

Online Mentoring
http://home.talkcity.com/LibraryDr/edupeople
www.inspiredinside.com/learning
www.tappedin.org
http://teachers.net
www.teachnet.com/t2t/index.html
http://cu.classroom.com/Splash.asp
http://btc.montana.edu/nten
www.mightymedia.com/talk/working.htm
www.2learn.ca/mapset/mapset.html
www.inspiringteachers.com

Peer Assistance and Review
www.utoledo.edu/colleges/education/par
A guidebook for planning and implementing a peer assistance and review program.

ProTeacher.com
www.proteacher.com
An excellent site that provides links to other practical advice sites on behavior management.

Resources for First-Year Teachers
Encarta Encyclopedia
http://encarta.msn.com
Lesson plans and informational resources.

Sierra Club
www.sierraclug.org/education
Educational materials on ecology and conservation.

Teaching K–8 Idea Site
www.teachingk-8.com
Curriculum resources for K-8 grade teachers.

Teachnet
www.teachnet.org
Lesson plans, online discussion, idea exchange, articles, and research.

The Chalkboard
www.thechalkboard.com
Provides educators with lesson plans, classroom resources, curriculum materials, grants, etc.

The Gateway
www.thegateway.org/simple1.html
Lesson plans search site.

Tools for Schools
http://schools.macguys.com
A weekly digest of news and information for teachers who use Macintosh computers in their classrooms.

WestEd
www.wested.org
Educational tests and resources.

Web66
http://web66.coled.umn.edu
Lists over 11,000 school Web sites. This site helps K–12 educators set up their own Internet servers. Also links schools so that resources can be shared.

EVALUATION

Publications

A Documentation System for Teacher Improvement or Termination. By Kelly Frels and Janet L. Horton. (1994). Available from Education Law Association. Tel. (937) 229-3589. www.educationlaw.org. ISBN 1-56534-083-3
Covers the documentation system, evaluation, and termination options, and includes several sample letters and memos.

Creating a Digital Portfolio. By Cynthia Baron (1996). Indianapolis, IN: Hayden Books.

Creating a Teaching Portfolio. By Wendy Caldwell (1996). Available online at www.rom.uga.edu/wcaldwell/presenta.htm

Designing Professional Portfolios for Change. By Kay Burke (1997). Palatine, IL: IRI/Skylight Training and Publishing.

How To Develop a Professional Portfolio: A Manual for Teachers. By Campbell, Cignetti, Melenyzer, Nettles, and Wyman (1997). Boston, MA: Allyn and Bacon.

How To Document Your Teaching (1997). Published by Center for Teaching Excellence, Iowa State University. Available online at http://teach.admin.iastate.edu/CTE/port.html

Professional Portfolio Models: Reflections across the Teaching Profession. By McLaughlin, Vogt, Anderson, DuMez, Peter, and Hunter (1998). Norwood, MA: Christopher-Gordon Publishers.

Suggested Contents of a Teaching Portfolio. By Paul Chang (1007). Available online at www.unc.edu/~edci/portfolio.htm

Teacher Evaluation to Promote Professional Growth. Available from Educational Research Service. Tel. (800) 791-9301. www.ers.org
Describes innovative approaches that support teachers professional growth and presents successful school district programs that exemplify promising trends in teacher evaluation.

Teacher Motivation To Improve Instruction. Available from Educational Research Service. Tel. (800) 791-9301. www.ers.org
Considers how teacher motivation has been treated historically, how it is affected by external and internal factors, and how new directions in professional development, teacher evaluation, induction, and school reform are creating opportunities for more effective teacher motivation.

Teachers Evaluating Teachers. By Myron Lieberman. Published by Education Policy Institute, 4401-A Connecticut Avenue NW, Box 294, Washington, D.C. 20008. Tel. (202) 244-7535. www.educationpolicy.com

The Law of Teacher Evaluation. By Lawrence F. Rossow. (1991). Available from Education Law Association. Tel. (937) 229-3589. www.educationlaw.org. ISBN 1-56534-031-0
Explains basic concepts, discusses the appropriate content of teacher evaluations, evaluation policies, compliance with state statutes and regulations, remediation, competency testing, discrimination, termination, and miscellaneous legal considerations.

The Law of Teacher Evaluation: A Self-Assessment Handbook. By Perry A. Zirkel. (1996). Available from Phi Delta Kappa International. Tel. (800) 766-1156. www.pdkintl.org. ISBN 0-87367-488-X. Product Code: LTE. Practical summary resource for teachers and administrators. Developed in cooperation with the National Organization on Legal Problems of Education (NOLPE).

Teacher Evaluation. Available from Educational Research Service. Tel. (800) 791-9301. www.ers.org
Includes descriptions of various teacher evaluation methods, recent trends, discussion of traditional evaluation methods vs. alternative methods, evaluating poor teachers, and legal issues.

Teacher Evaluation Portfolios. Available from Educational Research Service. Tel. (800) 791-9301. www.ers.org.
Provides an overview of the use of portfolios for teacher evaluation. Includes issues related to the development and implementation of portfolios.

The Teacher's Portfolio: Fostering and Documenting Professional Development. By Allan Glatthorn (1996). Rockport, MA: Pro-Active Publications.

With Portfolio in Hand: Validating the New Teacher Professionalism. Edited by Nona Lyons (1998). New York, NY: Teachers College Press.

Web Sites

Electronic Teaching Portfolios
http://transition.alaska.edu/www/portfolios/SITEArt.html

Offers strategies for authoring electronic portfolios including design ideas for an electronic teaching portfolio.

Missouri School Boards' Association
www.msbanet.org/news/pbte.htm
Performance-based teacher evaluation model.

School Improvement Specialists
www.schoolspecialists.com

PROFESSIONAL DEVELOPMENT

Publications

Achieving Your Vision of Professional Development: How To Assess Your Needs and Get What You Want. By D. Collins. (1998). Tallahassee, FL: Southeastern Regional Vision for Education (SERVE). Available online at www.serve.org/Publications/list.htm
This how-to resource guide offers many tips to help at each stage of building an effective professional development system.

Critical Issue: Evaluating Professional Growth and Development. By C.J. Cook and C.S. Fine (1997). Available online at www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd500.htm

Peer Coaching. Available from Educational Research Service. Tel. (800) 791-9301. www.ers.org.
Discusses the implementation of peer coaching programs and defines the role they can play in staff development.

Professional Development for Teachers: Challenges and Trends. Available from Educational Research Service. Tel. (800) 791-9301. www.ers.org
This overview explores the need for new directions in professional development.

Professional Development: Learning from the Best. Available online at www.ncrel.org/pd/toolkit.htm
A tool kit for schools and districts based on the National Awards Program for Model Professional Development.

Profiles of Leadership in Education. By Mark F. Goldberg. (2000). Available from Phi Delta Kappa International. Tel. (800) 766-1156. www.pdkintl.org ISBN 0-87367-826-5. Product Code: PLE.
Inspirational and practical reading for aspiring education leaders.

Reengineering Performance Management. By T. Weiss and F. Hartle. (1997). Boca Raton, FL: St. Lucie Press.

Staff Development for Teachers. Available from Educational Research Service. Tel. (800) 791-9301. www.ers.org

Describes different approaches currently in use for teacher staff development. Explores the planning, implementation, and evaluation of staff development programs.

Staff Development Programs: A Guide to Evaluation. By T.W. Mullins. (1994). Thousand Oaks, CA: Corwin Press

Student Achievement through Staff Development. By B. Joyce and B. Showers. (1988). White Plains, NY: Longman.
Well-researched guide to staff development, including a training model.

Teachers as Leaders. Edited by Donovan R. Walling. (1994). Available from Phi Delta Kappa International. Tel. (800) 766-1156. www.pdkintl.org. ISBN 0-87367-468-5. Product Code: TAL. Achieving excellence in education through recruitment, retention, and professional development of the "brightest and best." Twenty essays by leading educators.

Teachers Learning from Teachers: An Important Component of Professional Development. Available from Educational Research Service. Tel. (800) 791-9301. www.ers.org
Discusses ways in which schools can capitalize on the concept of teachers learning from teachers.

Teachers Take Charge of Their Learning: Transforming Professional Development for Student Success. By Judith Renyi. (1996). Washington, D.C.: National Foundation for the Improvement of Education.

Teaching as the Learning Profession: Handbook of Policy and Practice. Edited by L. Darling-Hammond and G. Sykes. (1999). San Francisco, CA: Jossey-Bass.
Covers all aspects of supporting learning throughout a teacher's career.

"What To Consider When Evaluating Staff Development." By T. Guskey and D. Sparks. (1999). *Educational Leadership 49*(3), 73–76.
Thoughtful and succinct examination of the issues surrounding effective evaluation of professional development.

Web Sites

Appalachia Educational Laboratory (AEL)
www.ael.org

CEO Forum on Education and Technology
www.ceoforum.org

Career Ladder Program Grants
Bilingual Education Professional Development
www.ed.gov/offices/OBEMLA/facts-cl.html

Eisenhower Professional Development Federal Activities Grants
www.ed.gov/offices/OERI/ORAD/eisenhow.html

Eisenhower Professional Development State Grants
www.ed.gov.pubs/ArtsEd/part5.html

First Steps®
www.first-steps.com
School-wide professional development model.

Graduate Fellowship Program Grants
Bilingual Education Professional Development
www.ed.gov/offices/OBEMLA/facts-follows.html

Heinemann
www.heinemann.com

The Knowledge Loom
www.knowledgeloom.com

Laboratory for Student Success (LSS)
www.temple.edu/departments/LSS

Mid-continent Research for Education and Learning (McRel)
www.mcrel.org

National Staff Development Council
www.nsdc.org
Comprehensive site resource for information about professional development.

North Central Regional Educational Laboratory (NCREL)
www.ncrel.org

Northwest Regional Educational Laboratory
www.nwrel.org
Extensive information and resources on professional development.

Pacific Resources for Education and Learning (PREL)
www.prel.org

Pathways to School Improvement
www.ncrel.org/sdrs/areas/pd0cont.htm
Information on designing and evaluating effective professional development.

Preparing Tomorrow's Teachers To Use Technology
www.ed.gov/teachtech

School Improvement Specialists
www.schoolspecialists.com

Social Studies Center for Educator Development (SSCED)
www.tea.state.tx.us/resources/ssced

Southeastern Regional Vision for Education (SERVE)
www.serve.org

Southwest Educational Development Laboratory (SEDL)
www.sedl.org

Teachers and Personnel Grants
Bilingual Education Professional Development
www.ed.gov/offices/OBEMLA/facts-tap.html

Teacher Quality Enhancement Grants
www.ed.gov/offices/OPE/heatqp

Training for all Teachers Grants
Bilingual Education Professional Development
www.ed.gov/offices/OBEMLA/facts-tfat.html

U.S. Department of Education Teacher Quality
www.ed.gov/inits/teachers/teach.html
Information about the national awards program for model professional development.

WestEd
www.wested.org

LEGAL ISSUES

Publications

Legal Basics. By Evelyn B. Kelly. (1998). Available from Phi Delta Kappa International. Tel. (800) 766-1156. www.pdkintl.org. ISBN 0-87367-806-0. Product Code: LB. "Superintendents, principals, counselors, teachers, and paraprofessionals need to pay close attention to their actions in schools and classrooms—from a legal standpoint." Emphasizes practical matters pertinent to day-to-day work in schools.

The Law of Teacher Evaluation. By Lawrence F. Rossow. (1991). Available from Education Law Association. Tel. (937) 229-3589. www.educationlaw.org. ISBN 1-56534-031-0
Explains basic concepts, discusses the appropriate content of teacher evaluations, evaluation policies, compliance with state statutes and regulations, remediation, competency testing, discrimination, termination, and miscellaneous legal considerations.

The Law of Teacher Evaluation: A Self-Assessment Handbook. By Perry A. Zirkel. (1996). Available from Phi Delta Kappa International. Tel. (800) 766-1156. www.pdkintl.org. ISBN 0-87367-488-X. Product Code: LTE. Practical summary resource for teachers and administrators. Developed in cooperation with the National Organization on Legal Problems of Education (NOLPE).

The Preemployment Process: Avoiding Impermissible Inquiries and the Effect of the Americans with Disabilities Act. By Janet L. Horton. (1993). Available from Education Law Association. Tel. (937) 229-3589. www.educationlaw.org. ISBN 1-56534-081-7
Discusses legal considerations in the preemployment process, focusing on avoiding impermissible inquiries. Contains samples of inappropriate and appropriate job application forms.

The Principal's Legal Handbook. Edited by William Camp, Julie Underwood, Mary Jane Connelly, and Kenneth Lane. Available from Education Law Association. Tel. (937) 229-3589. www.educationlaw.org. ISBN 1-56534-056-6
Four sections, including Students and the Law, Special Education and the Law, Teachers and the Law, and Schools and the Law.

School Officials and the Courts: Update 2000. By Dr. David Thompson and Dr. Fredric Hartmeister. Available from Educational Research Service. Tel. (800) 791-9301. www.ers.org
Resource for an understanding of court rulings on elementary and secondary education issues in a readable style.

ASSOCIATIONS AND ORGANIZATIONS

American Association for Employment in Education (AAEE)
3040 Riverside Drive, Suite 125
Columbus, Ohio 43221
(614) 485-1111
www.aaee.org

American Association of Colleges for Teacher Education (AACTE)
1307 New York Avenue, NW
Washington, D.C. 20005-4701
(202) 293-2450
www.aacte.org

American Association of School Administrators
1801 North Moore Street
Arlington, Virginia 22209
(703) 528-0700
www.aasa.org

American Association of School Personnel Administrators (AASPA)
3080 Brickhouse Court
Virginia Beach, Virginia 23452
(757) 340-1217
www.aaspa.org

American Counseling Association
5999 Stevenson Avenue
Alexandria, Virginia 22304
(703) 823-9800
www.counseling.org

American Educational Research Association
1230 17th Street, NW
Washington, D.C. 20036
(202) 223-9485
http://aera.net

American Federation of Teachers
555 New Jersey Avenue, NW
Washington, D.C.
(202) 879-4400
www.aft.org

American Psychological Association
750 First Street, NE
Washington, D.C. 20002
(202) 336-5500
www.apa.org

American School Counselor Association
801 North Fairfax Street, Suite 310
Alexandria, Virginia 22314
(703) 683-2722
(800) 306-4722
www.schoolcounselor.org

AmeriCorps
1201 New York Avenue, NW
Washington, D.C. 20525
(202) 606-5000
www.americorps.org

Association for Educational Communications and Technology
1126 16th Street, NW
Washington, D.C. 20036
(202) 347-7834
www.aect.org

Association of California School Administrators
1517 L Street
Sacramento, California 95814
(916) 444-3216
www.acsa.org

Association of School Business Officials, International
11401 North Shore Drive
Reston, Virginia 22090-4352
(703) 478-0405
www.asbointl.org

Association for Supervision and Curriculum Development (ASCD)
1250 Pitt Street
Alexandria, Virginia 22315-1453
(800) 933-2723
www.ascd.org

Bureau of Juvenile Justice Assistance Clearinghouse
P.O. Box 6000
Rockville, Maryland 20849
(800) 688-4252
www.ncjrs.org

CEO Forum on Education and Technology
1341 G Street NW, Suite 110
Washington, D.C. 20005
(202) 585-0209
www.ceoforum.org

California Association of School Psychologists
1400 K Street, Suite 311
Sacramento, California 95814
(916) 444-1595
www.casponline.org

Center for Community Change
1000 Wisconsin Avenue, NW
Washington, D.C. 20007
(202) 342-0567
www.communitychange.org

Center for Educational Leadership and Technology
CELT Corporation
199 Forest Street
Marlborough, Massachusetts 01752
(508) 624-4474
www.celtcorp.com

Center for Educational Renewal
College of Education, Box 353600
University of Washington
Seattle, Washington 98195
(206) 543-6230
http://depts.washington.edu/cedren/CER.htm

Center for Leadership Development
12522 Moorpark Street, Suite 111
Studio City, California 91604
(818) 980-5711

Center for Leadership in School Reform
4425 Preston Highway
Louisville, Kentucky 40213
(502) 456-3319

Center for Leadership Services
Education 106
University of Colorado
Denver, Colorado 80204-5300
(303) 556-3358

Center on Positive Behavior
Interventions and Supports
5262 University of Oregon
Eugene, Oregon 97403-5262
(541) 346-2505
www.pbis.org/english

Center for Youth Development and Policy Research
Academy for Educational Development
1825 Connecticut Avenue NW, 9th Floor
Washington, D.C. 20009
(202) 884-8000
www.aed.org

Child Welfare League of America
440 First Street NW, 3rd Floor
Washington, D.C. 20001-2085
(202) 638-2952
www.cwla.org

Children's Creative Response
to Conflict Resolution
Box 271
Nyack, New York 10960
(914) 353-1796
www.planet-rockland.org/conflict

Committee for Children
2203 Airport Way South, Suite 500
Seattle, Washington 98134-2027
(800) 634-4449
www.cfchildren.org

The Community Board Program
1540 Market Street, Suite 490
San Francisco, California 94102
(415) 552-1250
http://eric-web.tc.columbia.edu/directories/anti-bias/cbp.html

Council for Educational Development and Research
1201 16th Street NW, Suite 305
Washington, D.C. 20036
(202) 223-1593
www.cedar.org

Council of Administrators of Special Education
615 Sixteenth Street NW
Albuquerque, New Mexico 87104
(505) 243-7622

The Council of Chief State School Officers
One Massachusetts Avenue NW, Suite 700
Washington, D.C. 20001-1431
(202) 408-5505
www.ccsso.org

Council of the Great City Schools
1301 Pennsylvania Avenue NW, Suite 702
Washington, D.C. 20004
(202) 393-2427
www.cgcs.org

Designs for Change
220 South State Street, Suite 1900
Chicago, Illinois 60604
(312) 922-0317

Division of Education Policy Research and Services
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08541
(609) 734-5694

Education Commission of the States
707 17th Street, Suite 2700
Denver, Colorado 80202-3427
(303) 299-3600
www.ecs.org

Education Law Association
Mail Drop 0528
300 College Park
Dayton, Ohio 45469
(937) 229-3589
www.educationlaw.org

Educational Products Information Exchange (EPIE) Institute
P.O. Box 839
Water Mill, New York 11976
(516) 283-4922

Educational Resources Information Clearinghouse
Access Eric
2277 Research Boulevard M54M
Rockville, Maryland 20850
(800) LET ERIC
www.accesseric.org

Educators for Social Responsibility
23 Garden Street
Cambridge, Massachusetts 02138
(800) 370-2515
www.esrnational.org

ERIC Clearinghouse on Counseling and Student Services
School of Education
University of North Carolina at Greensboro
201 Ferguson Building
Greensboro, North Carolina 27402-6171
(800) 414-9769
www.ericcass.uncg.edu

ERIC Clearinghouse on Urban Education
Institute for Urban and Minority Education
Teachers College, Columbia University
Main Hall, Room 303, Box 40
525 West 120 Street
New York, New York 10027-9998
(800) 601-4868
http://eric-web.tc.columbia.edu

Fairfield Information Services and Associates
P.O. Box 744
Lancaster, Ohio 43130
(877) 644-6463
www.backgrounds.com

Fourth R
Corporate Headquarters
1715 Market Street #103
Kirkland, Washington 98033-4968
(800) 821-8653
www.fourthr.com

Heinemann Publishing
361 Hanover Street
Portsmouth, New Hampshire 03801-3912
(800) 793-2154
www.heinemann.com

Interstate New Teacher Assessment and Support Consortium (INTASC)
One Massachusetts Avenue NW, Suite 700
Washington, D.C. 20001
(202) 336-7048
www.ccsso.org/intasc.html

Mentoring Leadership and Resource Network
834 Inverrary Lane
Deerfield, Illinois 60015
www.mentors.net

National Alliance of Black School Educators
310 Pennsylvania Avenue, SE
Washington, D.C. 20003
(800) 221-2654
www.nabse.org

National Association for the Education of Young Children
1509 16th Street, NW
Washington, D.C. 20036-1426
(800) 424-2460
www.naeyc.org

National Association of Elementary School Principals
1615 Duke Street
Alexandria, Virginia 22314
(800) 38-NAESP
www.naesp.org

National Association of School Psychologists
East West Highway, Suite 402
Bethesda, Maryland 20814
301-657-0270
www.nasponline.org

National Association of Secondary School Principals
1904 Association Drive
Reston, Virginia 20191-1537
(703) 860-0200
www.nassp.org

National Association of State Boards
of Education
277 South Washington Street, Suite 100
Alexandria, Virginia 22314
(703) 684-4000
www.nasbe.org

National Association of State Directors of Teacher Education and Certification
39 Nathan Ellis Highway
OMB #134
Mashpee, Massachusetts 02649-3267
www.nasdtec.org

National Board for Professional Teaching Standards
1525 Wilson Boulevard, Suite 500
Arlington, Virginia 22209
www.nbpts.org

National Center for Education Information
4401 Connecticut Avenue NW, Suite 212
Washington, D.C. 20008
(202) 362-3444
www.ncei.com

National Center for Education Statistics
1990 K Street, NW
Washington, D.C. 20006
(202) 502-7300
www.nces.ed.gov

National Center for Research on Teacher Learning (NCRTL)
Michigan State University
College of Education
116 Erickson Hall
East Lansing, Michigan 48824-1034
(517) 355-9302
http://ncrtl.msu.edu

National Clearinghouse for Professions in Special Education
1920 Association Drive
Reston, Virginia 20191
(800) 641-7824
www.special-ed-careers.org

National Coalition of Advocates for Students
100 Boylston Street, Suite 737
Boston, Massachusetts 02116
(617) 357-8507
www.ncas1.org

National Commission on Teaching and America's Future
Teachers College, Columbia University
525 West 120th Street, Box 110
New York, New York 10027
www.tc.edu/nctaf

National Council of Teachers of English (NCTE)
1111 West Kenyon Road
Urbana, Illinois 61801-1096
(800) 369-6383
www.ncte.org

National Council of Teachers of Mathematics (NCTM)
1906 Association Drive
Reston, Virginia 20191-9988
(703) 620-9840
www.nctm.org

National Council for the Social Sciences (NCSS)
3501 Newark Street, NW
Washington, D.C. 20016
(202) 966-7840
www.ncss.org

National Education Association
1201 16th Street, NW
Washington, D.C. 20036
(202) 833-4000
www.nea.org

National Institute for Dispute Resolution
1726 M Street NW, Suite 500
Washington, D.C. 20036-4502
(202) 466-4764
www.ncl.org/anr/partners/nidr.htm

National Institute on Educational Governance, Finance, Policymaking, and Management
OERI, U.S. Department of Education
555 New Jersey Avenue, NW
Washington, D.C. 20208-5510
(202) 219-2032
www.ed.gov/offices/OERI/GFI

National Mentoring Partnership
1600 Duke Street, Suite 300
Alexandria, Virginia 22314
(703) 224-2200
www.mentoring.org

National Middle School Association
4151 Executive Parkway, Suite 300
Westerville, Ohio 43-81
(800) 528-6672
www.nmsa.org

National Network for Educational Renewal
Center for Educational Renewal
University of Washington
Box 353600
Seattle, Washington 98195-3600
(206) 543-3600
http://weber.u.washington.edu/~cedren

National PTA
330 North Wabash Avenue, Suite 2100
Chicago, Illinois 60601
(312) 670-6782
www.pta.org

National Partnership for Excellence and Accountability in Teaching (NPEAT)
College of Education
University of Maryland
2204 Benjamin Building
College Park, MD 20742
(301) 405-2341
www.npeat.org

National Resource Center for Youth Services
College of Continuing Education
University of Oklahoma
4502 East 41st Street, Building 4 West
Tulsa, Oklahoma 74135-2512
(918) 660-3700
www.nrcys.ou.edu/nrcyd.htm

National School Boards Association
1680 Duke Street
Alexandria, Virginia 22314-3493
(800) 706-6722
www.nsba.org

National Science Teachers Association
1840 Wilson Boulevard
Arlington, Virginia 22201
(703) 243-7100
www.nsta.org

National Staff Development Council
P.O. Box 240
Oxford, Ohio 45056
(513) 523-6029
www.nsdc.ord

National Teacher Policy Institute (NTPI)
IMPACT II
285 West Broadway
New York, New York 10013
(800) 200-8284
http://teachnet.org/ntpi

National Teacher Recruitment Clearinghouse
385 Concord Avenue, Suite 103
Belmont, Massachusetts 02478
(617) 489-6000
www.recruitingteachers.com

National Ten-Point Leadership Foundation
411 Washington Street
Boston, Massachusetts 02124
(617) 282-6704
http://ojjdp.ncjrs.org/pubs/gun-violence/profile46.htm

National Youth Development Information Center
1319 F Street NW, Suite 601
Washington, D.C. 20004
(877) NYDIC-4-U
www.nydic.org

Office of Juvenile Justice and Delinquency Prevention
Special Emphasis Division, JUMP Coordinator
810 Seventh Street, NW
Washington, D.C. 20531
(202) 307-5911
www.ojjdp.ncjrs.org

Project Appleseed
7209 Dorset at Midland Boulevard
St. Louis, Missouri 63130
(314) 725-2019
www.projectappleseed.org

Public Education Network's Teacher Quality Initiative
601 13th Street, NW
Washington, D.C. 20005
(202) 628-7460
www.publiceducation.org

Recruiting New Teachers, Inc.
385 Concord Avenue, Suite 103
Belmont, Massachusetts 02478
(617) 489-6000
www.rnt.org/index.html

Schoolmatch
Blendonview Office Park
5027 Pine Creek Drive
Westerville, Ohio 43081
(614) 890-1573
www.schoolmatch.com

School Mediation Associates
134 West Standish Road
Watertown, Massachusetts 02172
(617) 926-5969
www.schoolmediation.com

Search Institute
Thresher Square West
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